DOCUMENT RESUME

ED 205 318 RC 012 831

AUTHOR	Hartl, David, Ed.: Hartl, Doris, Ed.
TITLE	Small Schools Curriculum: Physical Education, K-6.
INSTITUTION	Educational Service District 189, Mt. Vernon, Wash.: Washington Office of the State Superintendent of Public Instruction, Olympia.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	May 81
NOTE	271p.: For related documents, see RC 012 825-830 and RC 012 832-851. Not available in paper copy due to colored pages.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Athletics: *Behavioral Objectives: Educational Objectives: Elementary Education: Evaluation Methods: Games: *Instructional Materials: Learning Activities: Movement Education: *Physical Activities: *Physical Education: Physical Fitness: Psychomotor Skills: *Recreational Activities: *Small Schools: State Curriculum Guides: Student Evaluation
IDENTIFIERS	Washington

ABSTRACT

The self-contained sections within the document (one for grades K-3, the other for grades 4-6) present objectives, activities, monitoring procedures and resources for the elementary physical education curriculum for Washington small school districts. Identical introductory materials describe the organization of Small Schools materials, relationship to Washington's Student Learning Objectives (SLO) Law, format of the curriculum guide, definitions of format terms, Goals for the Washington Common Schools, and Physical Education Program Goals. The scope of the grades K-3 curriculum includes basic movement skills (locomotor, non-locomotor, locomotor-wheeling/sliding apparatus, manipulative small apparatus and gymnastic large apparatus), rhythmic skills and low organized games (circle, cooperative, court, inventing, relays and tag). The grades 4-6 curriculum includes objectives and activities that build on each of the grades K-3 scope areas with the addition of stunts and tumbling in the movement skills category and combative types of low organized games. New grades 4-6 scope areas emphasize sport skills (basketball, football, hockey, soccer, softball, track and field and volleyball) and physical fitness (aerobics, agility, evaluation, flexibility, muscular endurance, power, speed and strength). Separate bibliographies list grade-appropriate references. (NEC)

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SMALL SCHOOLS

CURRICULUM

PHYSICAL EDUCATION

K-6

RC012831

Dr. Frank B. Brouillet, State Superintendent of Public Instruction,
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SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades K-3

PHYSICAL EDUCATION

MAY 1981

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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ACKNOWLEDGEMENTS

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Special thanks is given to ESD 121 and the University of Washington for use of facilities and libraries.

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts, Educational Service District 189 and the State Superintendent of Public Instruction. Funds were provided through Title IV-C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Physical Education to serve as a basis for a goal based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., K-3, 4-6, 7-8, 9-12.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff, Science--pink, and Physical Education--orange. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

PHYSICAL EDUCATION CURRICULUM ACTIVITIES
Grades K-12

Users of the Small Schools Physical Education Curriculum guides grades K-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline for printing purposes.

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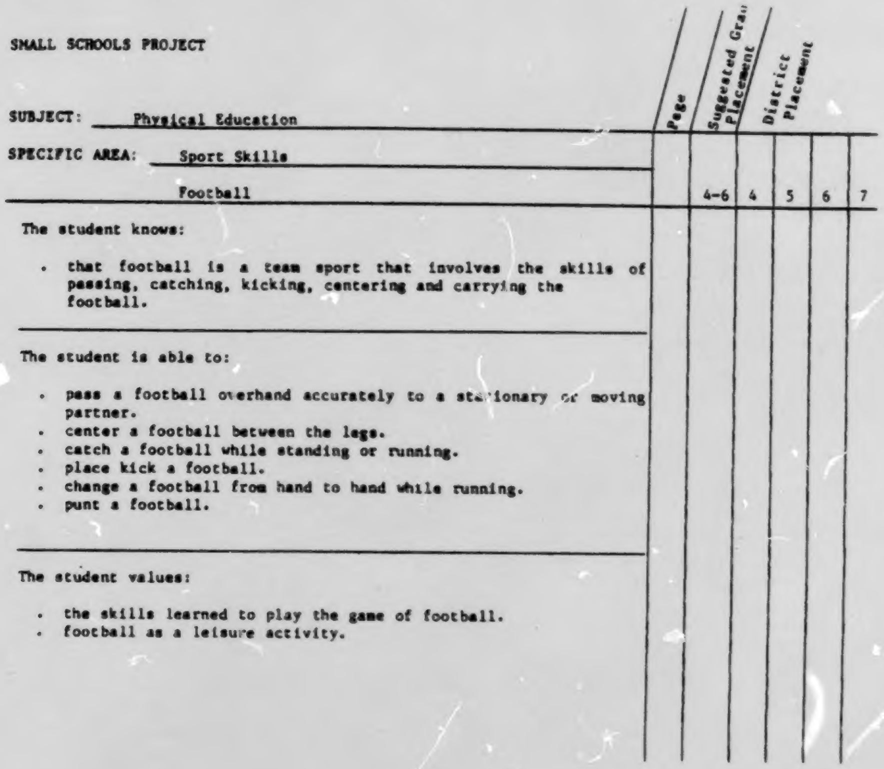
*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 98504.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of Student Learning Objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.



SMALL SCHOOLS PROJECT SUBJECT: Physical Education SPECIFIC AREA: Sport Skills Football	Page	Suggested Gra Placement	District Placement			
		4-6	4	5	6	7
The student knows: • that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football.						
The student is able to: • pass a football overhand accurately to a stationary or moving partner. • center a football between the legs. • catch a football while standing or running. • place kick a football. • change a football from hand to hand while running. • punt a football.						
The student values: • the skills learned to play the game of football. • football as a leisure activity.						

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy **Suggested Objective Placement** 4-6

Student Learning Objective(s) A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to center a football between the legs. C. The student is able to catch a football while standing or running.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)__________

Suggested Activities: Grade(s)______	**Suggested Monitoring Procedures**	**Possible Resources**
Title: Football Centering **Group size:** class **Materials:** 10 footballs **Procedure(s):** . The teacher demonstrates the proper technique of centering the ball i.e. the center takes a position with feet spread wide knees bent. The right hand reaches down and grasps the ball as for passing. The left hand rests lightly on the opposite side of the ball to serve as guide. The ball is centered through the legs with the arm and a wrist snap. . Drill: Combination drill 4-6 persons, 4 positions. . Center - centers the ball to passer. . Passer - passes ball to end. . end - receives the ball. . ball chaser - retrieves the ball if missed. The rotation system follows path of the ball. Move from center, to passer, to end, to ball chaser, to center.	Observe students center the ball and make corrections as needed.	Physical Education Guide, K-4, Tacoma, Tacoma School District, 1978. **District Resources**

DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, work attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are though to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.
2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.
3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.
4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.
5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.
6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.
7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.
8. As a result of the process of education, all students should be prepared for their next career steps.
9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.
10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

K - 12

PHYSICAL EDUCATION PROGRAM GOALS

1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.
2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.
3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.
4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.
5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.
6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.
7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.

SMALL SCHOOLS PROJECT

PHYSICAL EDUCATION SCOPE

SCOPE

(K-3)

Page

Grades K-3 BASIC MOVEMENT SKILLS .... 1 - 31
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  Court 40
  Inventing 40
  Relays 40
  Tag 40

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Locomotor

Page	Suggested Grade Placement	District Placement			
	K-3	K	1	2	3

The student knows:

- the characteristics of the following skills.

walk
run
hop
jump
slide
skip
gallop
leap
roll

The student is able to:

- walk with body erect.
- run with arms and legs in opposition.
- jump with both feet together.
- hop by beginning and ending on the same foot.
- slide in a sideways pattern with the same foot leading.
- skip with a long step and a short leap with the same foot forward.
- leap transferring from one foot to the other in flight.
- differentiate between these movements.

The student values:

- being able to move in a variety of ways.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	1,2,4

Student Learning Objective(s) A. The student knows the characteristics of walking, hopping and skipping. B. The student values being able to move in a variety of ways.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Big A - Little A
Group size: class
Materials: a large space is needed--a classroom with desks moved aside.

Procedure(s):

- One person is selected as "cat". This person is in the front of the rest of the group. The balance of the group line up at back of room. "Cat" has his back turned away from them. At signal, group moves toward "Cat". As group moves across the room they walk on "tip toes", arms reaching, saying the words: "BIG A". Then they go into a "duck walk position" saying "little a" walking forward.
- In squat position they hop on both feet saying "bouncing B".
- They come to their feet, and skip toward the cat saying "Cat's in the corner and can't catch me!"
- As they finish saying "me", cat turns and tries to catch one of the group before they return to "safe" area.
- Person caught becomes cat.
- The chant they do with the actions establishes a rhythmic pattern.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the characteristics of the following skills, sliding and skipping. B. The student is able to slide in a sideways pattern with the same foot leading. C. The student is able to skip with a long step and a short leap with the same foot forward. D. THe student is able to move in a variety of these movements.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	1,2,4

Suggested Activities: Grade(s) K-3

Title: Skip Tag
Group size: class
Materials:

Procedure(s):

- Teacher demonstrates basic skip step.
- Entire class, in side by side line, walks slowly to "step, hop" beat, increasing rapidity gradually - from one area to another.
- Turn and go back.
- Practice skipping directionally. (May also be used for sliding or other locomotor skills. Well to practice before _any_ skipping
- game to reinforce skill.)

Variation:

- Formation circle.
- Players: any number.
- One child skips around outside of circle.
- Rest of class has right hand outstretched.
- "It" taps one child's hand and that child skips around circle in opposite direction.
- First one to return to space is "it".

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Bethel Physical Education, Guide K-3, Bethel School District, 1978, Spanaway, WA.

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the characteristics of the galloping and leaping. B. The student is able to leap transferring from one foot to another in flight. C. The student is able to combine step and leap performed as a short leap and a long step, not changing sides.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	1,2,4

Suggested Activities: Grade(s) K-3

Title: Introductory Lesson
Group size: class
Materials: none

Procedure(s):

- Teacher demonstrates basic movements.
- Students practice activity under direction.

Leaping:

Variations

a. lifting arms high.
b. moving different parts of body while leaping.
c. leap over imaginary obstacles.
d. leap and balance like a bird.
e. be a paratrooper, leaping from a plane, sinking slowly to the ground.

Galloping:

Variations

a. gallop fast, slow, high, low.
b. use a drum. Be galloping horses changing rhythm for other skills.
c. try galloping forwards, sideways.
d. emphasize same foot leading at all times.

- After skills have been mastered, they may be incorporated into various games.

Suggested Monitoring Procedures

Teacher observation

Possible Resources

Physical Education Guide for the Elementary School, K-3
Bethel School District,
Spanaway, WA.

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the characteristics of rolling. B. The student values being able to move in a variety of ways.

State Goal	1,2
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Rolling Log
Group size: any class size
Materials: mats

Procedure(s):

- Teacher demonstrates: lie on back with arms stretched overhead. Roll sideways the length of the mat. The next time roll with the hands pointed toward the other side of the mat.
- To roll in a straight line, keep the feet slightly apart.

Variations:

- Alternately curl and stretch while rolling.
- Students practice.
- As skill level progresses, teacher can introduce other rolls e.g. forward, backward curl, egg, and combinations of the above.

Suggested Monitoring Procedures

Teacher observation

Possible Resources

Elementary Physical Education Guide School District #267

Pullman, Washington
Robert Pangrazi
August, 1970.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	1,2,4

Student Learning Objective(s) A. The student knows the characteristics of walking and running.

B. The student is able to walk with body erect and run with arms and legs in oppostion.

C. The student values being able to move in a variety of ways.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Move to the Beat
Group size: class
Materials: hand drum

Procedure(s):

- Teacher demonstrates correct standing, walking and running techniques.
- Entire group moves to two basic drum beats. Try slow motion and exaggerated movement to emphasize opposition of arms and legs.
- As students progress, try variations.
  - a. walking quietly, quickly.
  - b. changing directions.
  - c. hands high, low.
  - d. walking on a rainy day, cold day, windy day.
  - e. walk on a tight rope.
  - f. run in place, in a circle.
  - g. how long can you run.
  - h. how high can you raise your feet.
  - i. run in a pattern.
  - j. run with a partner following.
- Other lessons might include apparatus (instruments), twirlers, or obstacle course additions.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Palmer, Hap, Mod Marches, (concepts of left/right, up/down, across/in between).

Physical Education Guide, K-3, Tacoma, Tacoma Public Schools, 1978.

Bethel Physical Education, K-3, Bethel School District, 1978, Spanaway, WA.

District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Basic Movement Skills Non - Locomotor		K-3	K	1	2	3
The student knows: the characteristics of the following non-locomotor skills: • bending - stretching • swinging - swaying • push - pull • twisting - turning						
The student is able to: • bend by flexing and contracting one or more parts of the body. • stretch by extending and expanding one or more parts. • swing or sway with pendular movements with particular parts of the body. (swinging movements include trunk, head, arms, legs, in varying techniques.) • push by shoving away from the body. • pull by drawing toward body. • twist with a rotation of the body or part of the body while maintaining a stable base of support. • turn with a particular or total rotation of the body while shifting the base of support. • move in a variety of ways.						
The student values:						

Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	1,2

Student Learning Objective(s) A. The student knows the characteristics of the following non-locomotor skills: bending and stretching. B. The student is able to bend by flexing and contracting one or more parts of the body. C. The student is able to stretch by extending and expanding one or more parts. The student is able to move in a variety of ways.

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Potato Pickers Group size: Materials: none Procedure(s): • The student will look and reach toward their toes, bending as far as comfortable. Hold for 10 seconds. • The student will then rise up and place hands on hips and slowly bend backward looking at ceiling. Hold for 10 seconds. • Repeat three times. • During exercise, have students repeat body parts being stretched, e.g. thigh, muscle, calf, achilles.	Teacher observation.	District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the characteristics of the following non-locomotor skills: swinging and swaying. B. The student is able to bend by flexing and contracting one or more parts of the body. C. The student is able to swing or sway with pendular movements including, trunk, head, arms, legs in varying positions.

State Goal	1,2
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Olympic Speed Skater
Group size:
Materials: none
Procedure(s):
- Students imitate speed skating indoors, emphasizing feet sliding and exaggerated arm movement.

Title: Swaying To Music
Group size: any class size, individual participation
Materials:
Procedure(s):
- Student is directed to sway like a tree.
- Also, students can think of other swaying objects themselves and move accordingly.
- See resources for other activities.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Palmer, Hap, _Learning Basic Skills Through Music_, volume 1.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the characteristics of the following non-locomotor skills: bending and stretching, swinging and swaying, pushing and pulling and twisting and turning. B. The student is able to move in a variety of ways.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	2,1

Suggested Activities: Grade(s) K-3

Title: Animal-Mechanical
Group size: any size, individual
Materials: none

Procedure(s):

- The student will perform the following movement upon teacher suggestion:
  - Bear-- heavy, slow walk, running, climbing.
  - Camel--slow, bouncy walk, carrying object.
  - Elephant--heavy, slow, rocking walk, lifting object.
  - Frog--hopping, jumping, bouncing.
  - Worm--curling, bending, stretching.
  - Monkey--fast crawl, bent knee jumps, runs.
  - Soldier--crawling, running, marching.
  - Tall man--bending and stretching, bent knees walk, tip-toe walk.
  - Raggedy Ann and Andy--loose, floppy walk, swinging, bending.
  - Giant--slow, choppy walk, exaggerated movement.
  - Butterflies--light sustained movements, use of arms, soft runs, skips.

Mechanical Movements:

- Bulldozer--pushing, bending, walking, show effort.
- Dump truck--bending, stretching, lifting.
- Washing machine--twisting, rolling, bouncing.
- Lawn sprinkler--twisting, turning, bending.
- Pop-up toaster--hopping, jumping.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Elementary P.E. Program Guide, Spokane Public Schools

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the characteristics of the following non-locomotor skills: twisting and turning. B. The student is able to twist with a rotation of the body or part of the body while maintaining a stable base of support. C. The student is able to move in a variety of ways.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	1,2

Suggested Activities: Grade(s) K-3

Title: Twist and Turn Together
Group size: any size, individual
Materials: a record with music appropriate to do the dance known in the late 1950's as "The Twist"

Procedure(s):

- The teacher demonstrates "The Twist" (with music). Students model teacher.
- Later, students are encouraged to try to "twist" at various "levels" e.g. high, low, mid.
- The teacher may vary the music to suggest a very slow twist, etc.
- See resources.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Congdon, Paul, Fun Dances for Children.

LP and Manual, KEA 1134, ($9.95) Kimbo Educational P.E. Catalogue, 1980.

District Resources

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Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	1,2

Student Learning Objective(s) A. The student knows the characteristics of the following non-locomotor skills: pushing and pulling. B. The student is able to push by shoving away from the body. C. The student is able to pull by drawing toward the body.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Parachute Pull
Group size: any size class
Materials:

Procedure(s):

- Students are positioned equally around the parachute.
- They grip the parachute and one half pulls the parachute toward them while the other half pull the other direction.

Title: Tug of War
Group size:
Materials: tug of war ropes

Procedure(s):

- Divide class equally into teams and pull in opposite directions.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the characteristics of the following non-locomotor skills: pushing and pulling. B. The student is able to push by shoving away from the body. C. The student is able to pull by drawing toward the body.

State Goal	1,2
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Partner Push and Pull Group size: any size class, equally divided into pairs Materials: none Procedure(s): • Student facing partner, in a standing position, holds his / her partner's hand and sees if s/he can push or pull him/her off balance. • Can student and partner think of different positions at which they can push and pull their partner off balance.	Teacher observation.	Physical Education, Guide K-3, Tacoma Public Schools, 1978 Tacoma. District Resources

SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Basic Movement Skills						
Locomotor-Wheeling and Sliding Apparatus		K-3	K	1	2	3
The student knows: • that skates, scooters, cycles, skis, wagon and sleds require balance and coordination. • that wheeling and sliding apparatus can be safely propelled forward and backwards.						
The student is able to: • propel wheeling and sliding apparatus forward, backward and can stop safely. • change level, speed and direction under control. • propel wheeling and sliding apparatus safely among other students.						
The student values: • wheeling and sliding as fun leisure activity. • the use of wheeling and sliding apparatus as a means of transportation.						

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to propel wheeling apparatus forward and backward while stopping safely. B. The student is able to change level, speed and direction under control.

State Goal	1,2
District Goal	
Program Goal	7,4,5

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Car and Driver
Group size:
Materials: scooters

Procedure(s):

- Partner one is sitting on the scooter with his legs crossed. Partner two is standing behind as "driver". Partner two "drives" partner one anywhere in the given space safely and without touching others.
- Additional activity: Indy 500 Race. The teacher sets up a race course in a given space using four cones and giving plenty of room in between each.
- Have them go about two or three laps.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to propel wheeling and sliding apparatus safely among other students. B. The student values wheeling and sliding as fun, leisure activity. C. The student values the use of wheeling and sliding apparatus as a means of transportation.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	7,4,5

Suggested Activities: Grade(s) K-3

Title: Mat Mobiles

Group size:

Materials: scooters, 4'x8'folding tumbling mats (folded)

Procedure(s):

- The teacher demonstrates construction of mat mobiles: two scooters with a folded mat on top.
- Students are divided into groups with a given number of riders and drivers. The drivers push riders around a given area safely and without touching others.
- "Drag" races is another activity which may follow.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	7,4,5

Student Learning Objective(s) A. The student knows that skates, scooters, cycles, skiis, wagons and sleds require balance and coordination. B. The student knows that wheeling and sliding apparatus can be safely propelled forward and backward. C. The student values wheeling and sliding as fun, leisure activity.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Scooter Positions
Group size:
Materials: scooters

Procedure(s):

- Demonstrate correct seating and propelling procedures using feet, hands and both feet and hands.
  Students participate by sitting in the center of the scooter and practicing above mentioned modes of movement.
- Students participate by kneeling on both knees in the center of the scooter and propelling by using both arms.
- Students balance on stomach using both arms.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

"Safety Tips for Scooters".

Physical Education, Guide K-3, Tacoma, Tacoma Public Schools, 1978,

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

	Page	Suggested Grade Placement	District Placement			
Manipulative - Small Apparatus		K-3	K	1	2	3

The student knows:

- variety of manipulative skills e.g. throw, kick, strike, catch, trap, balance, twirling, turning.
- these skills are useful in various games and sports.

The student is able to:

- throw a variety of small apparatus e.g., ball, hoop, beanbag.
- use a variety of throwing techniques, underhand, overhand, and sidearm.
- strike or kick a variety of small apparatus with specific body parts e.g. arm, leg and with other implements e.g. bat and racket.
- catch or trap a variety of small apparatus with various body parts e.g. foot, chest and hand.
- catch or trap a variety of small apparatus with various implements e.g. glove, scoop, can, net.
- twirl a baton, hoop, jump rope, wand.
  turn a jump rope, baton, club.
- control an object between catching and throwing.

The student values:

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows a variety of manipulative skills, e.g. throwing and catching. B. The student knows these skills are useful in various games and sports. C. The student is able to throw a variety of small apparatus e.g. bean bag. D. The student is able to control an object between catching and throwing.

State Goal	1,2
District Goal	
Program Goal	2,5,7

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Bean Bag Challenges
Group size: entire class
Materials: bean bags, approximately 4"x4" of good quality brightly colored muslin or denim, one each student.

Procedure(s):

- Teacher will direct students to do the following challenges:
- Toss upward and catch with one hand, with both hands, with back of hands, (attempt from a sitting and standing position).
- Toss overhead, turn and catch.
- Toss upward, turn completely around and catch.
- Toss upward, touch floor, and catch.
- Toss upward, clap hands, and catch.
- Toss upward, clap hands behind back, catch.
- Toss forward, run and catch.
- Toss from hands behind back over head to front.

Suggested Monitoring Procedures

Teacher observation of students to determine skill in throwing and catching.

Possible Resources

Beanbag Ideas, developed by the Office of the Superintendent of Public Instruction, Curriculum and Instructional Division in cooperation with Tacoma Public Schools and Federal Way Public Schools.

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows a variety of manipulative skills involves throwing and catching. B. The student is able to throw and catch a beanbag.

State Goal	1,2
District Goal	
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Bean Bag Challenges
Group size: entire class
Materials: bean bags, approximately 4"x4" of good quality brightly colored muslin or denim, one each student.

Procedure(s):

Partner Activities:

- Toss back and forth using different types of throws: right hand, left hand, under hand, around the back, etc.
- Toss to partner with feet, toe, both feet.
- Toss with bean bag balanced on elbow, head, knee.
- Use two bean bags at a time. Each with bag, throw back and forth at the same time.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

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Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	5,7

Student Learning Objective(s) A. The student is able to perform basic movement challenges with hula hoops. B. The student knows a variety of manipulative skills e.g. twirling, turning. C. The student is able to twirl a hoop.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Using Hoops for Fun!
Group size: entire class
Materials: a hoop for each child

Procedure(s):

- Scatter formation, hoops arranged to outline each person's personal space. Children sit inside their hoop.
- Teacher gives directives:
  - How many ways can you go
    - around your hoop?
    - over your hoop?
    - in and out?
    - through?
  - Twirl hoop on as many different body parts as you can.
  - Jump rope movement with the hoop.
  - Roll the hoop and run along side.
  - Roll the hoop with a reverse spin.
  - Work with a partner
    - Move through hoop in different ways, with hoop held by partner.
    - Move in and out of hoop held horizontally to floor.
    - Play catch with partner, using your hoop (try two hoops)
    - Find four ways to get on the other side of a moving hoop.

Note: These skills may be divided into several lessons.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Hoop Ideas, Office of Superintendent of Public Instruction in cooperation with Tacoma Public Schools.

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows a variety of manipulative skills (throwing). B. The student is able to throw a variety of small apparatus (ball) C. The student is able to use a variety of throwing techniques: underhand, overhand and sidearm.

State Goal	1,2
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 1-3

Title: Throwing
Group size: entire class
Materials: one tennis ball, sponge rubber ball, or softball for each student.

Procedure(s):

- The teacher demonstrates proper throwing technique with fingers spread comfortably but tightly across seams.
- The weight transfer begins on the rear foot and follows through to the front foot as the ball is released.
- Demonstrate deliveries, e.g. overhand, underhand, sidearm.
- Have students practice throwing.
- Teacher places "targets" on wall.
- Have students choose a spot and take ten steps back. How close do tosses come to the target?
- What delivery was chosen?

Suggested Monitoring Procedures

Teacher observation of the proper throwing techniques.

Possible Resources

Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sport, Palto Alto, CA., Peek Publications.

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows a variety of manipulative skills (throwing).

B. The student knows these skills are useful in various games and sports.

State Goal	1,2
District Goal	
Program Goal	6,7

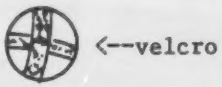
Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Tosser (addition)
Group size:
Materials: target made from Herculon fabric and strips of velcro glued to table tennis balls.

example:

1	2	3	4
	5	6	+
7	8	9	0



Procedure(s):

- Tosser number one throws the ball and the first score becomes the first addend. The second ball tossed is the second addend. The object is to see who can reach a total of 50 first.

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Suggested Monitoring Procedures

Teacher observation

Possible Resources

Turner, Lowell (Bud) F.,
Turner, Susan L.,
Creative Experiences Through Sport, Palto Alto, CA., Peek Publications.

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows a variety of manipulative skills (trapping).

B. The student is able to catch or trap a variety of small apparatus with various body parts e.g. foot, chest and hand.

State Goal	1,2
District Goal	
Program Goal	6,7

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Trapping Tasks
Group size:
Materials: one soccer, volleyball or rubber playground ball for each child.

Procedure(s):

- Teacher demonstrates trapping by placing ball on top of his/her head, dropping it, and quickly getting his/her toe or sole of foot on top of it.
- Have students practice.
- Teacher demonstrates by taking a sitting position and kicking the ball from this position; running and seeing how quickly he/she can trap it.
- Have students practice this activity.

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Suggested Monitoring Procedures

Teacher observation of the proper technique by students as they trap the ball.

Possible Resources

Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sport, Palto Alto, CA., Peek Publications.

Ma and Susan, Lillian Turner, Peck Publishing, Box 11065, Palo Alto, CA

District Resources

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Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	3,6,7

Student Learning Objective(s) A. The student knows a variety of manipulative skills (trapping). B. The student is able to catch or trap a variety of small apparatus with various body parts, e.g. foot, chest and hand.

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Balloon Trap **Group size:** **Materials:** one balloon and a 24-inch piece of string for each student. **Procedure(s):** • Attach a piece of string to the end of an inflated balloon and loop the free end around an ankle. • On the go signal, have each student run and "trap" (pop) as many balloons as they can. • Each popped balloon is one point.	Teacher observation of the proper technique of trapping.	Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sport, Palto Alto, CA., Peek Publications.
		District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows a variety of manipulative skills, e.g. kicking. B. The student is able to strike or kick a variety of small apparatus with specific body parts, e.g. leg, arm, e.g. bat and racquet.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Balloon Kick Skills
Group size: average class size: individual participation.
Materials: a balloon for each student

Procedure(s):

- Teacher instructs students to find their spot or space.
- Teacher will demonstrate the specific kicking skill using the balloon (e.g. toe kick, inside kick, outside kick, or using other specific body parts).
- At a given signal students practice various skills.
- Later, classes may include partner activities and simple inventive games using balloons.
- Can add music.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows a variety of manipulative skills e.g. kicking. B. The student is able to strike or kick a variety of small apparatus with specific body, parts e.g. leg, arm.

State Goal ☐
District Goal ☐
Program Goal ☐

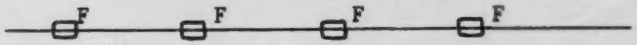
Related Area(s)

Suggested Activities: Grade(s) K-3

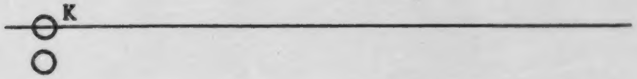
Title: Kicking/Fielding Activities
Group size: entire class
Materials: carpet square and ball for each group of three

Procedure(s):

- Divided group into three's. One person stands on carpet square. He is the "fielder" (F). Kicker (K) waits for teacher's signal, and then kicks ball toward carpet square as far as he can and runs to base.
- Fielder takes ball back "home".
- Third person then kicks on signal and "fielder" falls in behind to wait for turn.



Distance between kicker and fielder depends upon skill level.



Note: This moves very quickly and you should not have students standing around.

Variations:

- Cones and bats may be used or simple games invented.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Cones may be purchased through district P.E. catalog.

Plastic bats and balls or tennis balls can be used according to skills.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Gymnastics - Large Apparatus

Page	Suggested Grade Placement	District Placement			
	K-3	K	1	2	3

The student knows:

- that the following are large pieces of apparatus:
  climbing ropes
  climbing frame
  beam
  bars
  vaulting box (Swedish box)
- the safety procedures for each piece of apparatus which includes setting up, using and taking down.

The student is able to:

- mount and dismount safely on beam, bars and vaulting box in a variety of ways.
- move safely over, under, around and through beam, bars, vaulting box.
- support weight or climb and descend the rope safely.

The student values:

- proper and safe use of apparatus.

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the following are large pieces of apparatus: climbing ropes, beams and bars. B. The student knows the safety procedures for each piece of apparatus which includes setting up, use of equipment, and taking turns. C. The student values the proper and safe use of apparatus.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	2,3,7

Suggested Activities: Grade(s) K-3

Title: Large Apparatus
Group size: entire class
Materials: climbing ropes, beam, bars

Procedure(s):

- The teacher will explain, discuss, and demonstrate the proper procedures for using the above-mentioned apparatus. (Mat should be used at all times. Students should not slide down the rope!)
  - Climbing Rope Demonstration. Reach as high as you can and support your own weight for as long as you can.
  - Support self on the knot.
  - Support self with "leg scissors" and "leg around" grip.
  - Combine hand over hand grip with leg grip. See resources.
  - Beam Demonstration. Teacher will discuss and demonstrate the proper procedures for using the low beam. Teacher places one foot on the beam and proceeds to walk the length of the beam, placing one foot in front of the other.
  - Bar Demonstration. Teacher will discuss and demonstrate the proper procedure for using the bar.
  - Discuss safety procedures. Have a mat under the bar or sawdust (if outdoors). Basic grips: forward grip, reversed grip, mixed.
  - Refer to Daur.
  - Important: *Note - For full participation, while 1/3 of class works with teacher on above demonstration, 2 additional groups work at stations such as: rope jumping or an exercise station.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Daur, Victor P.,
Pangrazi, Robert P.,
Dynamic Physical Education for Elementary School Children, sixth edition, 1979
Burgess Publishing Co.
Minneapolis, Minn.

District Resources

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Suggested Objective Placement K-2

Student Learning Objective(s) A. The student is able to mount and dismount safely on bars. B. The student is able to move safely over and around the bar. C. The student values proper and safe use of apparatus.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s)

Suggested Activities: Grade(s) K-2	Suggested Monitoring Procedures	Possible Resources
Title: Bouncin' and Behavin' on the Bars Group size: entire class Materials: chinning bars Procedure(s): . Jump and mount with forward grip and swing back and forth. Alternative: . Swing with different grips. . Skin the Cat: With forward grip, bring knees up over head, go back over and come through. . Raise body weight as high as possible emphasizing practice and ultimate strength to chin on the bar. . Vault stiff-armed upper bar. Turn body and dismount.	Observe students and assist them in developing proper procedure.	Physical Education Guide, K-3 Tacoma, Tacoma Public Schools, 1978, pp 133-34. District Resources

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Suggested Objective Placement K-2

State Goal ☐

District Goal ☐

Program Goal ☐

Student Learning Objective(s) A. The student is able to mount and dismount safely on balance beam. B. The student is able to move safely over and off of the beam. C. The student values proper and safe use of apparatus.

Related Area(s)

Suggested Activities: Grade(s) K-2	Suggested Monitoring Procedures	Possible Resources
Title: Bouncin' and Behavin' on the Beams Group size: entire class Materials: low balance beam Procedure(s): • Have students do a step mount, then travel forward, travel sideways, travel backward, walk-kneel-walk and do a front dismount or half or full turn. (See resource guide.) • Suggestion: In order to achieve full participation, class could be divided into three groups. One third would be given time on the beam while other two groups might participate in other stations throughout the gym, e.g. rope jumping, hoops, or exercise.	Observe students and assist them in developing proper procedure.	Physical Education Guide, K-3, Tacoma, Tacoma Public Schools, 1978, pp. 133-34. District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythmic Skills

	Page	Suggested Grade Placement	District Placement			
Rhythm		K-3	K	1	2	3
The student knows: • that rhythms consist of creative, and square dances. • that rhythms may include the use of sticks, wands, balls, ropes, and other small instruments. • that a variety of movements can be done in rhythm. • that time, force, space and flow are elements of movements.						
The student is able to: • perform locomotor skills to music. • perform movements in response to teacher directed music, e.g. light, heavy. • perform interpretative movements both animate and inanimate. • demonstrate that time, force, space and flow are elements of movements.						
The student values: • the role of rhythm in movement. • that rhythms can enhance social development.						

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to demonstrate that time is an element of movement. B. The student knows that a variety of movements can be done in rhythm. C. The student values the role of rhythm in movement.

State Goal	1,2
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Copy Cat
Group size: entire class
Materials: record or tape (see resources)

Procedure(s):

- Teacher performs four distinct and different movements and when completed, students copy.
- The teacher may later vary the "time" (beat).
- Individual students may become "leader" and other students (and teacher) copy.

Title: Lummi Stick
Group size:
Materials:

Procedure(s):

- See resources.

Suggested Monitoring Procedures

Possible Resources

"Movin" by Hap Palmer, AR/AC 546. Health, PE and Dance Catalog
Educational Activities, Inc.
P.O. Box 392
Treeport, N.Y. 11520
Selection: Jamacian Holiday

Simplified Lummi Sticks
Albums and Activities by Laura Johnson
See catalog-same as above.

District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that a variety of movements can be done in rhythm. B. The student knows that flow is an element of movement. C. The student is able to demonstrate flow is an element of movement. D. The student values the roll of rhythm in movement.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	1,2,7

Suggested Activities: Grade(s) K-3

Title: Mirroring
Group size: one class divided into two groups
Materials: record player, record "Movin" by Hap Palmer, (see references)

Procedure(s):

- Divide large group into two sections, or use two classes for this. One group is the "audience" (A) while the others are "performers" (P).
- Arrange students in the following manner:

```
          T (teacher)
    A   A   A   A   A   A
    A   A   A   A   A   A
    A   A   A   A   A   A
    A   A   A   A   A   A

         d d d d d d
         d d d d d d
         d d d d d d
         d d d d d d
```

The teacher plays selection of slow, flowing instrumental music and moves arms and hands in various flowing combinations which the students are "mirroring" along with the teacher. They follow her/his movements in unison.

- Teacher varies level of movement and emphasizes flow. Reverse so A becomes P.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

"Movin" by Hap Palmer, AR/AC 546. Health, PE and Dance Catalog
Educational Activities, Inc.
P.O. Box 392
Treeport, N.Y. 11520
Selection: Gentle Sea

District Resources

Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	1,2,7

Student Learning Objective(s) A. The student knows that rhythms may include the use of sticks, wands, balls, ropes and other small instruments. B. The student is able to perform movements in response to music. C. The student values the role of rhythm in movement. D. The student knows that a varietey of movements can be done to rhythm.

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Sargeant Pepper's Lonely Heart's Club Band Group size: entire class Materials: rhythm instruments, one per child. (If enough, start with the same instrument for each child i.e. all practice sticks or drums or triangles prior to band time.) Procedure(s): • Teacher demonstrates proper way to hold instrument while waiting for director to begin. • Teacher demonstrates signal for stopping play. • With teacher playing drum for strong beat, accompany known song with rhythm instruments. Director may be selected for each song. Baton may also be used if desired. • While half of group play instrument, other half may move to the music and vice versa. Band may relate music to desired activity. • Culminating activity may be grand parade. (Hats help.)	Teacher observation.	"Homemade Band Record" Hap Palmer "Tinikling Record", Carmen Kazan "Lummi Stick Fun Record", Laura Johnson **District Resources**

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that rhythms may include the use of sticks, wands, balls, ropes and other small instruments. B. The student is able to perform locomotor skills to music. C. The student values the role of rhythm in movement.

State Goal	1,2
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Basic Rope Rhythms
Group size: entire class
Materials: jump rope for each child

Procedure(s):

- Teacher demonstrates basic fast time rhythm. Rope rotates in time to music. "Pop Goes the Weasel", polkas, fast marches or fox trots provide suitable rhythm.
- Teacher demonstrates slow time. Performer jumps over the rope, rebounds (jumps in place) as the rope passes over the head. Execute second step.
- Teacher demonstrates double time. Rope is turned at same speed, but rather than executing a rebound, performer takes extra step while rope is passing over the head. Slow rope with fast feet.
- Children try each rhythm without music. Practice changing rhythms.
- Add music, remembering to give adequate rest periods.
- After some skill is achieved, balls may be added, with children working in partners. Children can exchange, with ball skills adding a change to lesser activity.

Suggested Monitoring Procedures

Possible Resources

Bethel Physical Education Guide, K-3, Bethel School District, 1978, Spanaway, WA., 1978.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that rhythms consist of square dance. B. The student is able to perform locomotor skills to music. C. The student values that rhythms can enhance social development.

State Goal	1,2
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Hunting We Go

Group size: class divided into groups of not over 6 boys and 6 girls in each group.

Materials: record player, record, space: classroom, all purpose room

Procedure(s):

- Formation--set of two parallel lines not more than 6 players. Partners face each other, boys on one side girls on other.
- Lines 1. - "O', a-hunting we will go,
  2. - A-hunting we will go.
  3. - We'll catch a fox and put him in a box,
  4. - And then we'll let him go."
- Lines 1-2: The first couple (head) join hands and skip down between the lines. The others stand in place and clap in rhythm. May sing words.
- Lines 2-4: The head couple turn inward without losing group and return to the head of their set.
- Chorus: Partners in each set join hands, skip to the left in a circle, following head couple. When the head couple reach the place previously occupied by last or end couple, they form an arch under which the others skip. Proceed, 2nd couple becomes head couple.
- Activity continues until all couples have been head couple.

Suggested Monitoring Procedures

Possible Resources

Music: Victor Record #22759 "Hunting"

District Resources

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that rhythms consist of creative dance.

B. The student is able to perform locomotor skills to music.

State Goal	1,2
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources

Title: The Snail
Group size: class
Materials:

Procedure(s):

- Form a single circle, all facing left. Each one reaches backward with left hand and takes the right hand of person behind him. One person is the leader.
- The group may walk or skip.
- The leader walks around and around in an ever-decreasing circle, so that at the end of the verse s/he is at the center of a spiral of players.
- After spiral is complete, the children face about and march in the opposite direction until spiral is unwound.

Verse:

"Hand in hand you see us, we'll
Creep like a snail into his shell.
Ever nearer, ever nearer,
Ever closer, ever closer,
Very snug, indeed, you dwell,
Snail within your tiny shell."

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District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows that a variety of movements can be done in rhythm. B. The student is able to perform locomotor skills to music. C. The student values that rhythms can enhance social development.

State Goal	1,2
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Around the May Pole
Group size: class into groups
Materials: portable tetherball poles, volleyball pole or pole on some upright object, crepe paper streamers, record player and record.

Procedure(s):

- Attach streamers to the top of the poles. Each child takes hold of a streamer and moves outward until a circle is formed around the pole. Start the music. On signal, to the music, the students move around pole. As they move around, the streamers will wrap around the pole. Keep on until streamers are wrapped completely around the pole.
- Two circles, one inside the other, each child takes streamer. Music starts, on signal, the inside circle moves clockwise, outer circle moves counter-clockwise—as they move around the pole, the two circles go around.
- The individuals make a weaving pattern around the pole. As they move around, each child goes under then over the other child's streamer. They continue until streamers are wrapped completely around the pole.

Suggested Monitoring Procedures

Possible Resources

Record, "May Pole Dance"

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Low Organized Games

	Page	Suggested Grade Placement	District Placement			
		K-3	K	1	2	3

The student knows:

- what constitutes good sportsmanship.
- the rules, strategies and safety of a variety of low organized games.

The student is able to:

- successfully participate in court games: e.g.
  - 4-square
  - hopscotch
  - tetherball
  - handball
  - jacks
- successfully participate in all - active relays: e.g.
  - hoop pass
  - rock, bridge, tree
  - over and under
  - jump the stick
  - around and through
- successfully participate in tag circles: e.g.
  - flag tag
  - hip tunnel tag
  - gluteus maximus
  - blob
  - tennis shoe tag
- successfully participate in cooperative games: e.g.
  - collective balloon hoop
  - musical hoops
  - mat carry
  - parachute
- successfully participate in inventing games.

The student values:

- the joy of games, the fun of participating and skills learned that allow them to participate.
- good sportsmanship.

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Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the rules, strategies and safety of a variety of low organized games. B. The student is able to successfully participate in co-operative games. C. The student values the joy of games, the fun of participating and skills learned that allow them to participate.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	1,5,6

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Hoops Group size: entire class Materials: hula hoops for each, record player, set of partners. Procedure(s): . Discuss working together. . Divide group into pairs, each set standing within their hoop. . Each child, within hoop, holds up his/her portion of the hoop at waist level. . Music plays while children skip around room, staying within their hoop. . When music stops, partners from a different hoop team up, stacking their hoops together and getting inside. . Process continues until as many children as possible are all together inside (and holding up) as many stacked hoops as possible. . Game generally ends with about eight children in one hoop.	Teacher observation. Group evaluation of game.	Orlick, Terry, The Cooperative Sports and Games Book, New York, Pantheon Book, 1978.
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to successfully participate in inventing games. B. The student knows what constitutes good sportsmanship. C. The student values the joy of games, the fun of participating and skills learned that allows him/her to participate.

State Goal	1,2
District Goal	
Program Goal	1,5,6

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Inventing Games
Group size: entire class
Materials: variety of hoops, balls, cones, scooters, etc.

Procedure(s):
- Explain and demonstrate to students how a game can be invented using a variety of apparatus.
- Divide students into groups of six and give each group four pieces of apparatus and ask them to invent a game and explain the rules to you.
- Have each group share their game with others in the class.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

The New Games Book

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student knows the rules and is successfully able to participate in court games. B. The students knows the rules, strategies and safety of a variety of low organized games, e.g. handball. C. The student values good sportsmanship.

State Goal	1,2
District Goal	
Program Goal	1,5,6

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Handball Group size: entire class Materials: 8' playground ball Procedure(s): • Partners stand facing wall each with a ball. • Partners bounce ball off of ground against wall and catch ball repeatedly. • Partners bounce ball off of ground against wall and continue hitting it without catching. • With one ball, partners alternate hitting ball off wall on one bounce as many times as possible. • Use cones for boundaries, approximately 6'x10'. • Play regular game by having one player serve ball on bounce against wall and continue alternating hits until someone misses or hits ball out of bounds. • Play to 15 points and switch partners.	Teacher observation.	Dauer, Victor, Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, 6th Ed., Minneapolis, Burgess Publishing Co., 1979. **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

State Goal	1,2
District Goal	
Program Goal	1,5,6

Student Learning Objective(s) A. The student knows what constitues good sportsmanship B. The student values good sportsmanship.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Super Sports
Group size: class
Materials: 1 "teacher type" puppet,
3 or 4 "student type" puppets.

Procedure(s):

- The teacher will present a variety of play situations using the "teacher puppet" and one "student puppet".
- Two or three other students will control "student puppets" and improvise in the dramatization. For example, the following situations could be used:
  1. Waiting in line and taking turns.
  2. Trying new things.
  3. Winning and losing.
  4. Helping each other.
  5. Sharing.
  6. Working together.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

DUSO Kit for ideas on sportsmanship and getting along.

Film:

PLAYING FAIR #01301
Values Series
ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to successfully participate in all-active relays. B. THe student knows the rules, strategies and safety of a variety of low organized games. C. The student values the joy of games, the fun of participation and skills learned that allow them to participate.

Related Area(s)

State Goal	1,2
District Goal	
Program Goal	1,5,6

Suggested Activities: Grade(s) 1-3

Title: Over and Under
Group size: class
Materials: ball or bean bag

Procedure(s):

- The teacher defines and demonstrates the term "face about".
- Class organized into single file groups.
- Signal "go" and first player holds ball over head with both heads.
- The player behind him/her takes the ball in both hands and reaches down with it between his/her hands.
- The next player takes the ball and lifts it over his/her head.
- Repeat over until the ball reaches the last player.
- S/he calls out "face about" and then the team faces about. The ball is then started back in the same manner as before.
- When the ball reaches the first player, s/he calls "face about" and "all face about".
- The first team to complete this procedure and sitting down is declared the winner.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Physical Education, Guide, K-3, Tacoma Public Schools, 1978, Tacoma.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) A. The student is able to successfully participate in cooperative tag circles. B. The student knows the rules, strategies and safety of a variety of low organized games. C. The student values good sportsmanship.

State Goal	1,2
District Goal	
Program Goal	1,5,6

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: The Blob Group size: entire class Materials: none Procedure(s): • One person begins the game, by attempting to catch free-running classmates within agreed upon boundaries. • As soon as a classmate is caught, they join hands with the "Blob" and become part of it. • When four persons have become part ot the "Blob", they may break apart into partners, if desired, and 'hunt' on their own. No less than two. • The last person enveloped may begin the new game.	Teacher observation.	
		District Resources

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1201 16th Street N.W., Washington DC 20036

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SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades 4-6

PHYSICAL EDUCATION

MAY 1981

This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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ACKNOWLEDGEMENTS

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Special thanks is given to ESD 121 and the University of Washington for use of facilities and libraries.

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts, Educational Service District 189 and the State Superintendent of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Physical Education to serve as a basis for a goal based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., K-3, 4-6, 7-8, 9-12.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff, Science--pink, and Physical Education--orange. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of student learning objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

PHYSICAL EDUCATION CURRICULUM ACTIVITIES
Grades K-12

Users of the Small Schools Physical Education Curriculum guides grades K-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline for printing purposes.

---

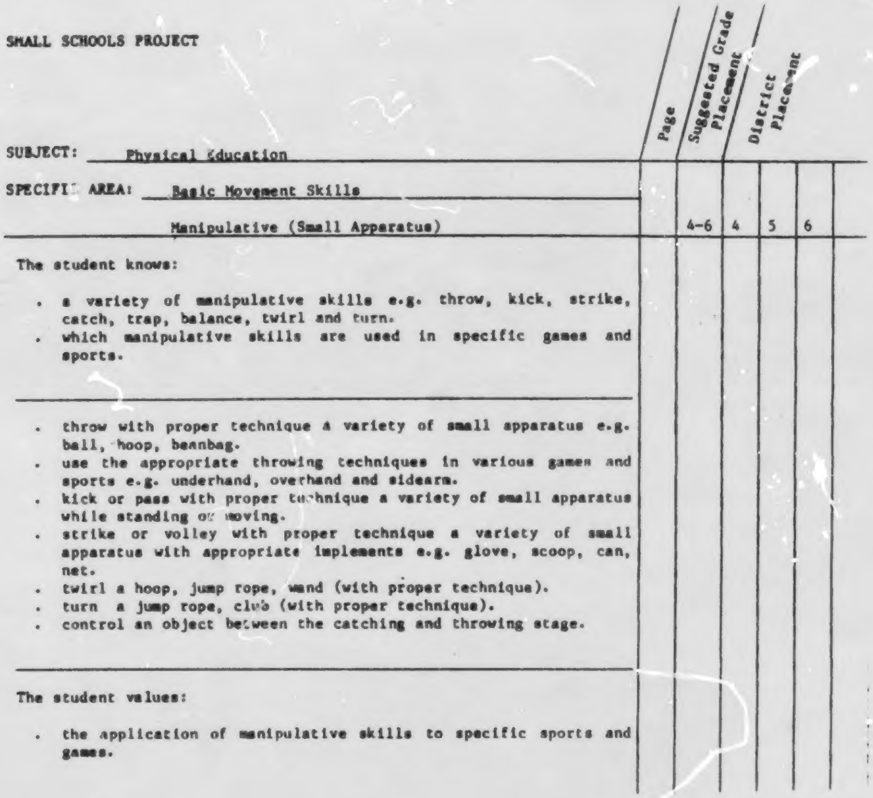
*See "Guide to the Student Learning Objectives Law," RCW 28A.58.090 SPI, Olympia, Washington 98504.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e. 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

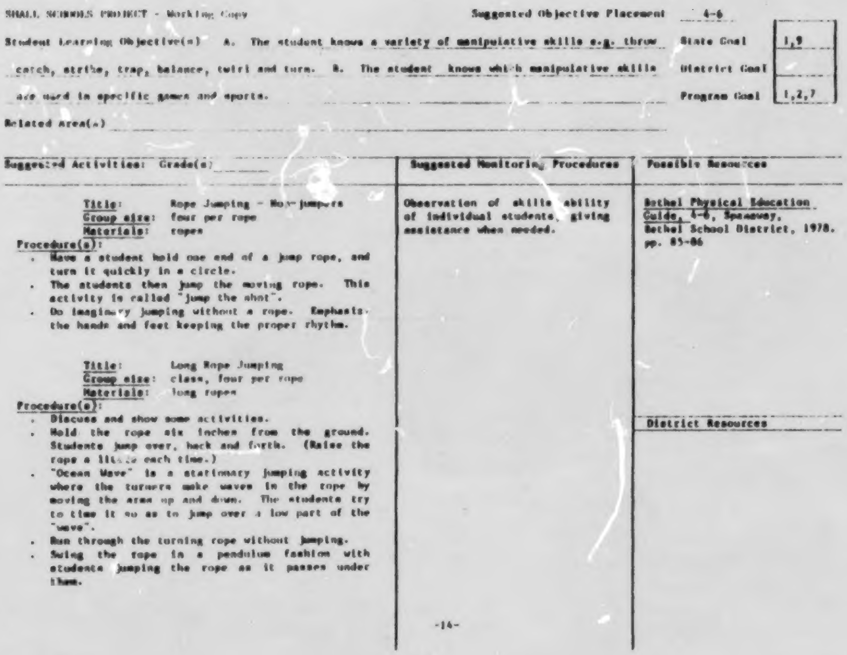


SMALL SCHOOLS PROJECT

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Basic Movement Skills Manipulative (Small Apparatus)		4-6	4	5	6	
The student knows: . a variety of manipulative skills e.g. throw, kick, strike, catch, trap, balance, twirl and turn. . which manipulative skills are used in specific games and sports.						
. throw with proper technique a variety of small apparatus e.g. ball, hoop, beanbag. . use the appropriate throwing techniques in various games and sports e.g. underhand, overhand and sidearm. . kick or pass with proper technique a variety of small apparatus while standing or moving. . strike or volley with proper technique a variety of small apparatus with appropriate implements e.g. glove, scoop, can, net. . twirl a hoop, jump rope, wand (with proper technique). . turn a jump rope, club (with proper technique). . control an object between the catching and throwing stage.						
The student values: . the application of manipulative skills to specific sports and games.						

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.



SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of manipulative skills e.g. throw catch, strike, trap, balance, twirl and turn. B. The student knows which manipulative skills are used in specific games and sports.

State Goal 1,9

District Goal

Program Goal 1,2,7

Related Area(s)

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
Title: Rope Jumping - Non-jumpers **Group size:** four per rope **Materials:** ropes **Procedure(s):** . Have a student hold one end of a jump rope, and turn it quickly in a circle. . The students then jump the moving rope. This activity is called "jump the shot". . Do imaginary jumping without a rope. Emphasize the hands and feet keeping the proper rhythm. **Title:** Long Rope Jumping **Group size:** class, four per rope **Materials:** long ropes **Procedure(s):** . Discuss and show some activities. . Hold the rope six inches from the ground. Students jump over, back and forth. (Raise the rope a little each time.) . "Ocean Wave" is a stationary jumping activity where the turners make waves in the rope by moving the arms up and down. The students try to time it so as to jump over a low part of the "wave". . Run through the turning rope without jumping. . Swing the rope in a pendulum fashion with students jumping the rope as it passes under them.	Observation of skills ability of individual students, giving assistance when needed.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. pp. 85-86 **District Resources**

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DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, work attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are though to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

K - 12

PHYSICAL EDUCATION PROGRAM GOALS

1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.

2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.

3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.

4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.

5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.

6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.

7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.

SMALL SCHOOLS PROJECT

PHYSICAL EDUCATION SCOPE
SCOPE
(4-6)

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SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Gymnastic - Large Apparatus

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student knows:

- that the following are large pieces of apparatus:
    - climbing ropes
    - beam
    - bar
    - vaulting box (Swedish box)
- the safety procedures for each piece of apparatus which includes setting up, using and taking down.
- that skills and stunts can be combined to form routines.

The student is able to:

- mount and dismount safely on beam, bars and vaulting box in a variety of ways.
- perform stunts and skills safely over, under, around, and through beams, bars, and vaulting box.
- use specific hand, feet and leg techniques to ascend and descend a rope safely e.g. scissors, grapevine and stirrup.

The student values:

- proper and safe use of apparatus.

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Suggested Objective Placement 4-6

State Goal	1
District Goal	
Program Goal	2

Student Learning Objective(s) A. The student knows that skills and stunts can be combined to form routines. B. The student is able to perform stunts and skills safely on balance beam.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Step Turn on Toes Group size: large group Materials: balance beams Procedure(s): • From a walk on the beam, have the student step forward on the ball of the left foot and perform a half turn to the right. • Have the student rotate on the balls of both feet by turning the head, shoulders, arms and hips toward the direction of the turn.	Teacher observation. Assist students who have difficulty in performing this activity.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.
		District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that the following are large pieces of apparatus: climbing ropes, beam, bar, vaulting box. B. The student knows the safety procedures for each piece of apparatus which includes setting up, using and taking down. C. The student values proper and safe use of apparatus.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Gymnastic Equipment **Group size:** large group **Materials:** climbing ropes, beams, bars, vaulting box. **Procedure(s):** • Have students sit on the floor around the apparatus. • Teacher identifies equipment, its use and safety procedures to follow. • Have students identify the equipment, its use, and safety procedures.	Teacher observation. Quiz on paper, the students knowledge of the various equipment used in gymnastics. Quiz on equipment including the name, use and safe procedures in using the equipment.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.
		District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows the safety procedure for climbing ropes.

B. The student is able to use specific hand, feet, and leg techniques to ascend and descend a rope safely.

Related Area(s)

State Goal	1
District Goal	
Program Goal	3,7

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Ropes **Group size:** large or small **Materials:** climbing ropes, mats **Procedure(s):** • To climb using leg around grip, it is necessary to reach as high as possible and hang. Then allow the rope to slide between the legs and raise the knees as high as possible. Grip the rope with the legs and straighten the knees. Then reach as high as possible and repeat the process. • Ascending technique - leg around grip. Put the rope between the thighs. Wrap the rope around the outside of the right leg and across the top of the instep. Stand on the rope with the left foot. This will apply pressure to the rope and prevent slipping.	Teacher observation.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. **District Resources**

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows the safety procedure for using the jumping box. B. The student is able to demonstrate a safe mount and dismount off the box.

Related Area(s)

State Goal	1
District Goal	
Program Goal	2,7

Suggested Activities: Grade(s) 4-5	Suggested Monitoring Procedures	Possible Resources
Title: Gymnastics (Large Apparatus) **Group size:** entire class **Materials:** one or more jumping boxes. **Procedure(s):** • Dismount: Have students stand on box and jump, landing on their feet and bending at the knees to absorb shock. • Have students repeat the activity but add a forward roll at the end of the jump. • Mounting: Have student run toward the box and jump upward and outward toward the box. The first part of the body to contact the box is the hands. The students may either continue and straddle over the box or land, in a squat position, on top of the box before continuing to the dismount. • Have students demonstrate a complete vault which should include a safe mount and dismount.	Watch for the student that tries to jump head first.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. **District Resources**

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Suggested Objective Placement 4-6

State Goal	1
District Goal	
Program Goal	2,7

Student Learning Objective(s) A. The student knows the safety procedure for using the jumping box. B. The student is able to demonstrate a safe mount and dismount off the box.

Related Area(s)

Suggested Activities: Grade(s) 4-5	Suggested Monitoring Procedures	Possible Resources
Title: Gymnastics (Large Apparatus) **Group size:** entire class **Materials:** one or more jumping boxes. **Procedure(s):** • Have students sit on floor around the jumping box. • The teacher identifies the equipment, uses and safety procedures. • Stress bare feet or tennis shoes, never stocking feet. • Vaulting head first over box is not recommended. • Show students how to come off of the box and absorb the shock of jumping by bending legs at knees.	Have students review safety rules and give reasons for them.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Locomotor

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	

The student knows:

walk
run
hop
jump
slide
skip
gallop
leap
roll

The student is able to:

- perform locomotor skills in a variety of directions e.g. walk, run, hop, jump, slide, skip, gallop, leap and roll.
- combine locomotor and non-locomotor skills in a variety of directions.
- combine and differentiate between these movements.

The student values:

- being able to move in a variety of ways.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student is able to perform locomotor skills in a variety of directions e.g. walk, run, hop, jump, slide, skip, gallop, leap and roll. B. The student is able to combine locomotor and non-locomotor skills in a variety of directions. C. The student is able to combine and differentiate between these movements. D. The student values being able to move in a variety of ways.

State Goal	1,2,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Locomotor Skills **Group size:** large group **Materials:** open space, outdoor or indoor **Procedure(s):** • Review the skills taught in grades K-3. • Student will be able to perform, walk, run, hop, jump, slide, skip, gallop, leap, roll on command.	Teacher observation. Assist students who have difficulty with locomotor skills.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

	Page	Suggested Grade Placement	District Placement			
Locomotor - Wheeling and Sliding Apparatus		4-6	4	5	6	7

The student knows:

- that skates, scooters, cycles, skiis, wagons and sleds require balance and coordination.
- that wheeling and sliding apparatus can be safely propelled forward and backwards.

The student is able to:

- propel wheeling and sliding apparatus forward, backward and can stop safely.
- change level, speed and direction in control.
- propel wheeling and sliding apparatus safely among other students.

The student values:

- wheeling and sliding as fun leisure activity.
- the use of wheeling and sliding apparatus as a means of transportation.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that scooters can be used a variety of ways and that wheeling apparatus can be safely propelled forward and backward. B. The student values wheeling (scooters) as a fun activity.

State Goal	3
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Locomotor, Scooter Board **Group size:** entire class **Materials:** scooters for entire class **Procedure(s):** • Have students find best way to go forward and backward while sitting on scooter. • Have students determine how and where the best places are to sit and move their feet to gain speed. • Have students find five different ways to ride scooters without standing on them. • Relays, ten teams, ten scooters: Ride scooters on knees using hands. Ride scooters sitting, going backwards. Ride scooters laying down and using hands. Teams - one push and one ride.	Stop class and point out the different ideas that students come up with.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

	Page	Suggested Grade Placement	District Placement			
Manipulative (Small Apparatus)		4-6	4	5	6	

The student knows:

- a variety of manipulative skills e.g. throw, kick, strike, catch, trap, balance, twirl and turn.
- which manipulative skills are used in specific games and sports.

- throw with proper technique a variety of small apparatus e.g. ball, hoop, beanbag.
- use the appropriate throwing techniques in various games and sports e.g. underhand, overhand and sidearm.
- kick or pass with proper technique a variety of small apparatus while standing or moving.
- strike or volley with proper technique a variety of small apparatus with appropriate implements e.g. glove, scoop, can, net.
- twirl a hoop, jump rope, wand (with proper technique).
- turn a jump rope, club (with proper technique).
- control an object between the catching and throwing stage.

The student values:

- the application of manipulative skills to specific sports and games.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of manipulative skills e.g. throw, kick, strike, catch, trap, balance, twirl and turn. B. The student is able to control an object between the catching and throwing stage. C. The student is able to use the appropriate throwing techniques in various games and sports.

State Goal	1,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources

Title: Manipulative Skills (Juggling)
Group size: entire class
Materials: three bean bags or tennis balls

Procedure(s):

Part one:

- Start with one ball, throwing underhand from one hand to next letting the ball crest about eye level.
- After 20 times without dropping ball, then student is ready for Part two.

Part two:

- With a ball in each hand, throw first with the right hand and, when ball starts to crest, throw with left hand. Catch left then right. (Stop after each time.)
- After 10 times without dropping ball, then student is ready for Part three.

Part three:

- Two balls in right hand and one in left.
- Throw right, left, right and then stop.
- Student is juggling when he or she can do three balls five times without dropping ball.

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of manipulative skills using small apparatus e.g. throw, catch, strike, kick, balance, twirl and turn. B. The student values the application of manipulative skills to specific sports and games.

State Goal	1,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s)

Title: Throwing and Catching
Group size: any number
Materials: balls, gymnasium or building walls

Procedure(s):

- Have the students throw the ball into the air, let it bounce and catch it.
- Have the students clap their hands while the ball is in the air and catch it. (Ask, how many times can you clap your hands?)
- Have the students toss the ball against a wall. (Ask, how far away can you toss and catch the ball?)
- Pair up the students. Have the students toss the ball to a partner four steps away. Increase the distance to six, eight and ten steps.
- Have the students do the same thing using two hands, or right and left hands.

Suggested Monitoring Procedures

Observe students ability to clasp the ball when catching.

Observe student eye and hand coordination at the moment of contact with the thrown object.

Possible Resources

Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978.

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of manipulative skills e.g. throw catch, strike, trap, balance, twirl and turn. B. The student knows which manipulative skills are used in specific games and sports.

State Goal	1,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s)

Title: Rope Jumping - Non-jumpers
Group size: four per rope
Materials: ropes

Procedure(s):

- Have a student hold one end of a jump rope, and turn it quickly in a circle.
- The students then jump the moving rope. This activity is called "jump the shot".
- Do imaginary jumping without a rope. Emphasize the hands and feet keeping the proper rhythm.

Title: Long Rope Jumping
Group size: class, four per rope
Materials: long ropes

Procedure(s):

- Discuss and show some activities.
- Hold the rope six inches from the ground. Students jump over, back and forth. (Raise the rope a little each time.)
- "Ocean Wave" is a stationary jumping activity where the turners make waves in the rope by moving the arms up and down. The students try to time it so as to jump over a low part of the "wave".
- Run through the turning rope without jumping.
- Swing the rope in a pendulum fashion with students jumping the rope as it passes under them.

Suggested Monitoring Procedures

Observation of skills ability of individual students, giving assistance when needed.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. pp. 85-86

District Resources

Suggested Activities: Grade(s)________

Title: Rope Jumping Individual
Group size: class
Materials: ropes

Procedure(s):

- Discuss with students that all steps can be done in the three different rhythms--slow time, fast time and double time, with the rope moving in a forward or backward direction.
- Demonstrate basic jumping steps.
  - Basic jump.
  - Alternate foot basic jump.
  - Forward step.
  - Swing step sideward.
  - Forward cross arms
  - Backward cross arms.
  - Double turn jump.
  - Alternate feet.
  - Rocking jump.
- Have students work on these basic jumping steps.

Suggested Monitoring Procedures

Record the students ability for the basic jumping steps.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. pp. 84-85

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of manipulative skills e.g. strike, volley. B. The student is able to strike or volley with proper techniques a variety of small apparatus with appropriate implements.

State Goal	1,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Striking a Ball Group size: any size Materials: red playground balls Procedure(s): • Have students bat the ball with their fist and catch it before it touches the ground. • Ask students how many times they can hit the ball in the air before it touches the ground. • Coaching hint: Have students watch the ball at all times.	Teacher observation.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows how to hula hoop three or more ways using three different body parts. B. The student is able to twirl a hoop. C. The student values the ability to control a hoop using different body parts.

State Goal	1,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Manipulative Skills (Hula Hoops)
Group size: entire class
Materials: one hula hoop per student

Procedure(s):

- Teacher explains different parts of body which can be used for hula hoops. Example neck, hips, arm, wrist, ankle, knees, etc.
- Let students work on their own to develop three different ways to hula hoop.
- Have students demonstrate different ways to hula hoop for the class.

Additional activity:

- Combine hula hoop activity to music (e.g. Sweet Georgia Brown).

Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of manipulative skills e.g. kick, catch, and pass. B. The student is able to kick or pass with proper technique, a variety of small apparatus while standing or moving.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Bean Bags **Group size:** any size **Materials:** bean bags **Procedure(s):** • Have students balance a bean bag on the instep and walk and then hop. • Have students toss a bean bag from their toe, from their knee, from their heel. • Have students place a bean bag on both feet and toss it in the air and catch it. • Ask students if they can swing their leg forward and backward with the bean bag on the foot. • Ask students if they can swing the bean bag up and catch it.	Teacher observation of student ability to perform manipulative skills using a bean bag.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Stunts and Tumbling

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student knows:

- a variety of individual stunts.
- a variety of dual stunts.
- a variety of tumbling skills e.g. rolling balancing, flexibility, and springing movements.
- that stunts and skills can be combined to make routine.

The student is able to:

- perform a variety of individual stunts e.g. toe, jump, head sit, knee dip.
- perform a variety of dual stunts e.g. rocker, knee-shoulder balance, angle balance, thigh stand and double cartwheel.
- perform a variety of rolls e.g. front and back straddles, dive, back extension.
- perform balancing skills e.g. tripod, tip-up, headstand, handstands, cartwheels, scales and forearm balance.
- perform a variety of flexibility skills e.g. front and back limbers, walkovers, bridges and splits.
- perform a springing movement e.g. roundoffs.
- combine a variety of stunts and skills to form a routine.

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the student values:

- body managment.
- physical fitness and how it relates to overall body management.
- how strength relates to movement in this area.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of individual stunts. B. The student is able to perform a variety of individual stunts, e.g. toe, jump, head sit, knee dip. C. The student values body managment.

State Goal	1,9,2
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources
Title: V Seat **Group size:** large or small **Materials:** tumbling mats **Procedure(s):** . Have students sit on tumbling mat. Begin from a sitting position, legs straight. Raise legs as high as possible, tilting upper body back slightly for balance. Keep the toes pointed and the head erect through out.	Teacher observation.	Film: BASIC TUMBLING SKILLS - 2nd Edition ESD 121 Film Library Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. **District Resources**

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of tumbling skills. B. The student is able to perform balancing skills e.g. forearm balance. C. The student values physical fitness and how it relates to overall body management.

Related Area(s)

State Goal	1,2,9
District Goal	
Program Goal	1,2,7

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Forearm Balance **Group size:** large or small **Materials:** tumbling mats **Procedure(s):** • Begin from a four point support on the hands and the knees. Lower the elbows to the mat, shift the weight onto the forearms and elevate the hips and legs. The head must be "forced up" during the balance. • The spotter stands beside the performer helping to lift the hips and supporting the legs during extension. Note: A flexible back is essential to the execution of this stunt.	Teacher observation.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.
		District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of tumbling skills e.g. rolling, balancing, flexibility and springing movements. B. The student is able to perform a variety of rolls e.g. front and back straddle, dive back extension.

State Goal	1,2,9
District Goal	
Program Goal	1,2,7

Related Area(s) ____

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
Title: Forward Roll Walk Out Group size: large or small Materials: tumbling mats Procedure(s): • Performed like a regular forward roll except that the participant initiates the move from a run or stand to insure greater turning speed. As a roll is completed, the non-preferred leg is extended out of the tuck. The head and chest are elevated and the arms are extended to shift the weight over the supporting leg. A simultaneous extension of the supporting leg will result in the walk out action. • The spotter stands beside the performer, grasps the upper arm, and pulls forward and upward to facilitate body extension.	Teacher observation.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. **District Resources**

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of dual stunts. B. The student is able to perform a variety of dual stunts e.g. rocker, knee-shoulder balance, angle balance, thigh stand and double cartwheel.

State Goal	1,2,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources
Title: Sitting Balance Group size: large or small Materials: tumbling mats Procedure(s): • The under or support person lies on his/her back with arms out to the side for support. The feet are kept in a position as if pushing up the ceiling. The knees are bent and the partner sits on the soles of the feet. • The partner is balanced in a sitting position with arms out for balance and feet extended forward with toes pointed. • Note: Spotter should be stationed behind the pair so the top person does not go over backwards.	Teacher observation.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. District Resources

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Suggested Objective Placement 4-6

State Goal	1,2,9
District Goal	
Program Goal	1,2,7

Student Learning Objective(s) A. The student knows a variety of tumbling skills. B. The student is able to perform springing movements. C. The student values how strength relates to movement in this area.

Related Area(s)

Suggested Activities: Grade(s)

Title: Round Off
Group size: large or small
Materials: tumbling mats

Procedure(s):

- The round off is performed like the cartwheel except that as the performer assumes the handstand position, both feet are brought together.
- This is followed immediately by a half turn which places the back toward the direction of movement.
- Snap the legs down forcefully, push with the arms, and the top of the body will come up as the bottom goes down.
- The performer lands on both feet simultaneously facing the direction from which the stunt was initiated.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows a variety of tumbling skills. B. The student is able to perform a variety of flexibility skills.

State Goal	1,2,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Wrestlers Bridge Group size: large or small Materials: tumbling mats Procedure(s): . Begin from a sit-up position e.g. back flat, heels tucked against the buttocks. . Shift the weight to the feet and the head and push upward with the abdomen. . Note: A spotter can assist by kneeling beside the performer, slipping a hand beneath the back and lifting.	Teacher observation.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that stunts and skills can be combined to make a routine. B. The student is able to combine a variety of stunts and skills to form a routine.

State Goal	1,2,9
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Tumbling Routine **Group size:** large or small **Materials:** tumbling mats **Procedure(s):** • Have each student combine a dive forward roll, forward roll walkout, and cartwheel into tumbling routines. • Have the students eliminate extra steps between stunts.	Teacher observation of basic tumbling routines.	Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. **District Resources**

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythmic Skills

	Page	Suggested Grade Placement	District Placement			
Rhythms		4-6	4	5	6	7
The student knows: . that rhythms consist of creative, square, folk and social dances. . that rhythms may include the use of sticks, wands, bells, ropes, and other small instruments. . that all movements can be done to rhythm.						
The student is able to: . combine various locomotor and non-locomotor skills to music. . perform movements in response to teacher directed music. e.g. light, heavy. . perform interpretative movements incorporating the elements, of time, force, space and flow in response to music. . perform square, folk, and social dances.						
The student values: . the role of rhythm in movement. . that rhythms can enhance social development.						

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that rhythms consist of creative, square, folk and social dances. B. The student is able to perform square, folk, and social dances. C. The student values the role of rhythm in movement.

State Goal	1,9,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s)

Title: Creative Rhythms
Group size: large
Materials: rhythmic instrument, such as a tom tom, for the teacher.

Procedure(s):

- Teacher preferably uses a tom tom to pound out a beat, varying the tempo and to signal movement changes.
- Phase one, (eight slow counts) the students move forward in a straight line.
- Use one loud beat to signal: 1/4 turn to the right (jump, pivot, or walking turn).
- Phase two, (eight medium counts) the students move forward with their hands and feet on the floor.
- Use two loud beats to signal a 360° turn to the right (jump, pivot, or walking turns).
- Phase three, (eight fast counts) the students use a sideward motion (slide steps, cross-over steps, sideward jumps).
- One loud beat (1/4 turn to right).
- Eight medium counts--the students use a jumping, hopping, leaping motion straight forward.
- Loud, soft, loud beat to signal the children to stop.
- (Eight fast counts)--the students use only their arms to keep the beat.
- The activity continues with the teacher setting up various problem solving activities involving the student's use of various locomotor movements, changes in direction and changes to other types of activity to varying rhythms.

Suggested Monitoring Procedures

Teacher observation of:

- The student's ability to keep time with the rhythm.
- The student's ability to follow directions.
- The student's spatial awareness.
- The student's ability to stay in their own space without interfering with their peer's areas.

Possible Resources

Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that all movements can be done to rhythm.

B. The student is able to to demonstrate the grand right and left.

State Goal	1,9,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 3,4

Title: Teaching the Grand Right and Left

Group size: two circles of 12 students (6 boys and 6 girls)

Materials: dance record requiring (Grand Right and Left)

Procedure(s):

- Step one: With boy on left and girl on right, have all students face center of circle.
- Step two: With boys standing and girls sitting, have boys pass partner on the inside of circle going counter clockwise and weaving to the outside of circle. Stop at next girl. The boy is now on the outside and girl on inside of circle. Continue weaving in and out between girls until he reaches original partner.

Step three: Girls do the same going clockwise while boys remain sitting.

Step four: Partners face each other and weave in and out until they reach original partner. When passing on inside of circle students grab right hand and when passing on outside use left hand.

Suggested Monitoring Procedures

Teacher may stop the activity at anytime to work with individual students.

Teacher may walk a student through the activity.

Possible Resources

Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978.

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that rhythms consist of creative, square, folk, and social dances. B. The student is able to perform square, folk, and social dances. C. The student knows that rhythms can enhance social development.

State Goal	1,9,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Schottishe Mixer
Group size: large
Materials: Schottishe music and tape or record player.

Procedure(s):

- Formation: Double circle by partners, all facing counterclockwise. Boys are on the left of the girls. Inside hands are joined.
- Action: Two full patterns of the schottishe step are done with the exchange of partners.
- Part 1--4 measures: (Starting with the outside foot) all run forward 3 steps and hop. (Starting with the inside foot) all run forward 3 steps and hop.
- Part 2--4 measures: (Starting with the outside foot). All do 4 step hops moving forward.
- Part 1--4 measures: Repeat part 1 above.
- Part 2:--4 measures: Boys turn in a small circle to the inside on the 4 step-hops to circle to the girl immediately behind him. This is his new partner.
- Girls turn to the outside (right) in a small circle in place on the 4 step-hops and look for the boy circling to them from the couple ahead.

Suggested Monitoring Procedures

Teacher observation of:

- The student's ability to move with the rhythm of the music.
- The student's spatial awareness.
- The student's motor abilities to perform the skills necessary to participate in the dance (i.e. the step-hops and the step-hop turns).

Possible Resources

Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979

Harris, Pittman, Waller, Dance a While (4th Edition), Minneapolis, Burgess Publishing Co. 1968.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that rhythms consist of creative, square, folk, and social dances. B. The student knows that rhythms may include the use of sticks, wands, bells, ropes and parachutes. C. The student values the role of rhythms in movement and that rhythms can enhance social development.

Related Area(s)

State Goal	1,9,10
District Goal	
Program Goal	1,2,4

Suggested Activities: Grade(s)

Title: Parachute: Ocean Waves
Group size: large group (25-40)
Materials: school size parachute

Procedure(s):

- Students will immediately learn to make ocean waves by shaking parachute up and down.
- Begin slowly and gradually increase the tempo.
- While making "waves", students will pull back as they shake the chute.
- Note: Control is an important factor in making slow rolling ocean waves.

Suggested Monitoring Procedures

Teacher observation.

Make sure all students have firm grip with both hands.

Some youngsters may have to kneel because of the tendency to jump up and down in the excitement of the activity.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

Parachute Ideas, Supt. of Public Instruction, Curriculum and Instruction Division.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that rhythms may include the use of sticks, wands, bells, ropes and other small instruments and can be done to music. B The student is able to perform movements in response to teacher directed music. C. The student values the role of rhythm in movement.

Related Area(s)

State Goal	1,9,10
District Goal	
Program Goal	1,2,4

Suggested Activities: Grade(s)

Title: Lummi Stick Chant

Group size: any number, but in sets of two

Materials: sticks approximately 12"-18" in length.

Procedure(s):

- Partners sit cross-legged on the floor facing each other. Each student holds two sticks, placing the hand in the center of the stick.
- *The patterns include the basic movements of tapping down, tap front, together, side and cross. Also included are movements of toss right, left and the flip.
- The patterns are made up of several actions done consecutively and repeated as many times as necessary to use up all 24 beats of the chant.

*Basic Pattern:

- Tap down-tap together-toss right.
- Tap down-tap together-toss left.

(repeat 4 times)

Suggested Monitoring Procedures

Observe the rhythmic movement of each student and their ability to coordinate the basic pattern with the musical chant.

Possible Resources

Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978.

KOO-EE,
The Lummi Stick Chant

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Low Organized Games

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student knows:

- the rules, strategies and safety of a variety of low organized games e.g. court, active relays, circle, tag cooperative, inventing.
- what consitutes good sportsmanship.

The student is able to:

- successfully participate in circle games:

jump the shot	spiral
target ball	overtake
human pinball	knots
circle sit down	

- successfully participate in combative games:

poison rope	badget pull
bug tug	slaughter
rooster fight	tug-of-war
honker hawser	

- successfully participate in new and cooperative games:

collective balloon hoop	bring me
musical hoops	battleship
mat carry	blob-blob-up-up
parachute	shipwreck

- successfully participate in court games:

4-square	serpentine hope
marbles	tetherball
handball	jacks

- successfully participate in inventing games.

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Low Organized Games

Page	Suggested Grade Placement	District Placement			
	4-6	4	5	6	7

The student is able to:

- successfully participate in all - active relay:

  hoop pass
  rock, bridge tree
  jump the stick
  around and through
  caterpiller
  skin the snake
  snowball

- successfully participate in tag games:

  flag tag
  hip tag
  gluteus maximus
  balloon stomp
  helper's tag
  frozen tag
  blob
  tennis shoe tag

The student values:

- the joy of games, the fun of participating and skills learned that allow participation.
- good sportsmanship.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows the rules, strategies and safety of a variety of low organized games e.g. court, active relays, circle, tag cooperative, inventing.

State Goal	1,6,9
District Goal	
Program Goal	3,4,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: 4-Square
Group size: 4 people play on each court
Materials: playground balls, courts

Procedure(s):

- Discuss rules and note that the squares are numbered 1,2,3, and 4.
- The player in square number 1 serves the ball to any other player. The ball is served by dropping it and serving it underhanded from the bounce.
- If the serve hits a line, the server is out.
- The player receiving the ball must keep it in play by striking the ball after it has bounced once in his square. He/she directs it to any other square with an underhand hit. Play continues until one player fails to return the ball or commits a fault.
- The following are faults:
  - Hitting the ball sidearm or overhand.
  - Ball landing on a line between the squares. (Ball landing on an outer boundary is considered good.)
  - Stepping in another square to play the ball.
  - Catching or carrying a return volley.
  - Allowing ball to touch any part of the body except the hands.
  - When a player misses or commits a fault, he goes to the end of the line and all players move up.
- The player at the head of the line moves into square four.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student is able to successfully participate in new and cooperative games.

State Goal	1,6,9
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources
Title: Mat Gliders **Group size:** four students per mat **Materials:** tumbling mats **Procedure(s):** • Assign four students per mat. • Have students lift the mats over their heads and hold them there. • On a set signal have them glide their mat around the gym without bumping into others.	Teacher observation. Stress working cooperatively together.	Elementary Physical Education Guides, Lake Washington School District, 1980 2nd Draft Kirkland.

District Resources

Suggested Objective Placement 4-6

State Goal	1,7
District Goal	
Program Goal	5,6

Student Learning Objective(s) A. The student knows the rules, strategies, and skills of competing in low organized games. B. The student is able to successfully participate in tag games. C. The student knows what constitutes good sportsmanship. D. The student values the joy of games that allow participation.

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Addition Tag
Group size: entire class (unlimited)
Materials: none

Procedure(s):

- The object is to catch all the children by tagging.
- Two couples are it and each stands with inside hands joined. These are the taggers.
- The children run freely about and the taggers try tagging with their free hand. Anyone tagged joins the couple making a trio.
- When the fourth person is caught, they split into two couples.
- This continues until all the children are tagged.

Suggested Monitoring Procedures

Teacher observation.

Limit the size of area, especially if the game is not played in a confined area, such as gym or covered area.

Possible Resources

Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows the rules, strategies, and safety of a variety of low organized games such as court, active relays, circle, tag, cooperative and inventing. B. The student values what constitutes good sportsmanship.

State Goal	1,6,9
District Goal	
Program Goal	4,5,6

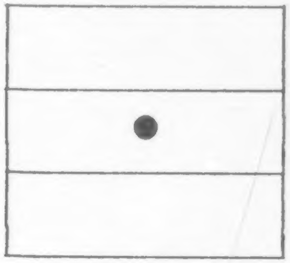
Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Cageball Throw
Group size: large (5-15 per side)
Materials: 24"-30" cageball, 12-15 small rubber balls.

Procedure(s):

- Lay out 20 foot area with a line on each side of a cageball placed in the center. See below.



- The object of the game is to throw small rubber balls against the cageball, forcing it across the line in front of the other team.
- Players may not throw in the cageball area. However, a player may enter the area to retrieve a ball.
- Note: If the cageball seems to roll too easily, deflate it slightly.

Suggested Monitoring Procedures

Teacher observation.

Watch to see when the cageball crosses the line.

Make sure the throws are directed only at the ball.

Possible Resources

Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows the rules, strategies, and safety of a variety of low organized games such as court, active relays, circle, and inventing. B. The student values the joy of games and the fun of participating in inventing games.

State Goal	1,6,9
District Goal	
Program Goal	4,5,6

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Invented Games **Group size:** small groups (2-6) from entire class **Materials:** small rubber ball, 2 hoops, large ball. **Procedure(s):** • Divide the class into small groups (4-6), and give them various physical education equipment. • Have the small groups go off in a corner and invent a game of their own with rules. • After a short time (5 minutes or so) have them come back to the large group and demonstrate the created game.	Teacher observation. Make sure the students involve everyone in the invented game.	Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979 **District Resources**

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Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	

Student Learning Objective(s) A. The student knows the rules, strategies, and safety of a variety of low organized games such as court, active relays, circle, tag cooperative, inventing.

B. The student knows what constitutes good sportsmanship.

Related Area(s) ________

Suggested Activities: Grade(s) ________

Title: Circle Team Dodgeball
Group size: large group (20-40)
Materials: volleyballs or rubber playground balls.

Procedure(s):

- The children are divided into teams of 5 students, with one team forming a large circle. Another team is grouped together in the center of the circle.
- When the starting signal is given, the circle players try to hit the center players with the ball. Any center player hit below the waist is eliminated and leaves the circle.
- After all players are eliminated, reverse the positions of the teams and start again.

Suggested Monitoring Procedures

Teacher observation.

When some students tend to hog the action, a rule that no player may throw more than three times in any one action can be used to spread the throws among the children.

Make sure all throws are directed below the child's waist to avoid injury.

Possible Resources

Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows the rules and strategies of how to compete in a team relay. B. The student is able to successfully participate in all-active relays. C. The student knows what constitutes good sportsmanship.

State Goal	1,7
District Goal	
Program Goal	5,6

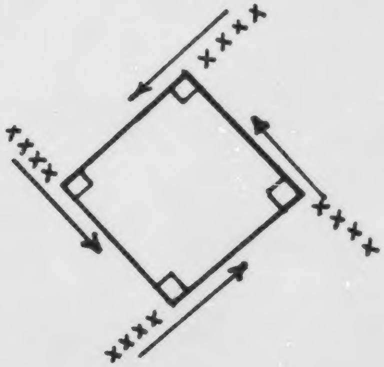
Related Area(s)

Suggested Activities: Grade(s)

Title: Around the Base Relay
Group size: any size
Materials: boxes or cones

Procedure(s):

- Have 4 teams of 4 with each team behind a base or cone.
- On a given command, the first person from each team runs around 4 bases and returns to the end of the line.
- As the first person crosses the fourth base, the second person starts.
- Game continues until everyone finishes.



Suggested Monitoring Procedures

Teacher observation. Stress the importance of touching the bases.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Basketball		4-6	4	5	6	7

The student knows:

- that basketball is a team sport that involves the skills of dribbling, passing, shooting, and guarding.

The student is able to:

- dribble the basketball with either hand while stationary and when moving.
- pass the basketball in a variety of ways; e.g. bounce pass, chest pass.
- shoot the basketball in a variety of ways using one or both hands; e.g. set shot, lay-up.
- perform proper guarding techniques.

The student values:

- the skills learned to play the game of basketball.
- basketball as a leisure activity.

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Suggested Objective Placement 4-6

State Goal	1,6,7
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows basketball is a team sport that involves the skills of dribbling, passing, shooting, and guarding. B. The student is able to use either hand when dribbling. C. The student values the skills learned to play basketball.

Related Area(s)

Suggested Activities: Grade(s)

Title: Dribbling Tasks
Group size: class
Materials: one basketball, soccer ball, volleyball, or rubber playground ball per student.

Procedure(s):

- Have each student begin from a space on the floor where they have room to bounce the ball without interfering with another classmate. Begin dribbling about the room and listen for the signal (clap). Upon hearing the signal change direction of dribble.
- See how quickly you can stop as the signal is given. See if you can stop as quickly when you are dribbling with the opposite hand.
- Practice cross-over dribbling (right to left) moving from low (below the knees) bounces to high (waist level) bounces.

Suggested Monitoring Procedures

Teacher observation of ball control.

Possible Resources

Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979.

Film:

PLAYING BASKETBALL

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows basketball is a team sport that involves the skills of dribbling, passing, shooting, and guarding. B. The student is able to shoot the basketball in a variety of ways e.g. set, hook, jump.

State Goal	1,6,7
District Goal	
Program Goal	1,4,5

Related Area(s) ______

Suggested Activities: Grade(s) ______

Title: Shooting Tasks
Group size: class
Materials: one ball per student

Procedure(s):

- Have the students bounce a ball on a nearby wall. Choose an imaginary spot and practice the one-hand set or push shot against this target.
- Using the same imaginary spot, take 10 steps back from the wall. Begin dribbling toward this spot you have selected and deliver it, using the one-hand set shot. As you shoot, take off from the foot opposite the shooting hand, i.e., right handed take off from the left foot.
- Repeat five times before using opposite hand.

Suggested Monitoring Procedures

Teacher observation.

Count baskets made.

Possible Resources

Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student is able to perform proper guarding techniques.

B. The student values the skills learned to play basketball.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Guarding Maneuverability **Group size:** any number **Materials:** none **Procedure(s):** • Get students into correct defensive stance.* (Hand signals will be used by the teacher to point out directions.) • Have the group move forward, sideward, backward and stop in good defensive position. • *Defensive stance: Weight evenly distributed on balls of feet, head up, knees flexed, seat low, never cross the feet in shifting position.	Teacher observation of defensive stance and movement.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. **District Resources**

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows basketball is a team sport that involves the skills of dribbling, passing, shooting and guarding. B. THe student values the skills learned to play basketball.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Passing **Group size:** class **Materials:** one basketball for every two students Procedure(s): • Have two students face each other about ten yards apart. On command they are to pass the ball to their partner. • Have the students alternate bounce pass and chest pass.	Teacher observation.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Football		4-6	4	5	6	7

The student knows:

- that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football.

The student is able to:

- pass a football overhand accurately to a stationary or moving partner.
- center a football between the legs.
- catch a football while standing or running.
- place kick a football.
- change a football from hand to hand while running.
- punt a football.

The student values:

- the skills learned to play the game of football.
- football as a leisure activity.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to pass a football overhead accurately to a stationary or moving partner.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)

Title: Football Passing
Group size: class
Materials: 10 footballs, 10 cones (to prevent collisions)

Procedure(s):

- Teacher demonstrates the proper passing of the football i.e, the ball is gripped with fingers on the laces. The left foot should be placed so it points in the direction of the pass.
- Have the groups pass the ball to fellow member without the ball hitting the ground.
- Have students face each other 10 yards apart between two cones.
- Have one student pass the ball to another student who catches the ball.

Title: Combination Drill
Group size: 4-8 persons per ball
Materials: footballs

Procedure(s):

- Center - centers the ball to passer.
- Passer - passes the ball to the end.
- end - receives the ball.
- ball chaser - retrieves the ball if missed.
- The rotation system follows path of the ball. Move from center, to passer, to end, to ball chaser to center until all students have a change at all positions.

Suggested Monitoring Procedures

Observe students to see that they grip the ball properly when passing.

Check on position of left foot.

Possible Resources

Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978.

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to center a football between the legs. C. The student is able to catch a football while standing or running.

Related Area(s)

Suggested Activities: Grade(s)

Title: Football Centering
Group size: class
Materials: 10 footballs

Procedure(s):

- The teacher demonstrates the proper technique of centering the ball i.e. the center takes a position with feet spread wide, knees bent. The right hand reaches down and grasps the ball as for passing. The left hand rests lightly on the opposite side of the ball to serve as guide. The ball is centered through the legs with the arm and a wrist snap.
- Drill: Combination drill 4-6 persons, 4 positions.
- Center - centers the ball to passer.
- Passer - passes ball to end.
- end - receives the ball.
- ball chaser - retrieves the ball if missed. The rotation system follows path of the ball. Move from center, to passer, to end, to ball chaser, to center.

Suggested Monitoring Procedures

Observe students center the ball and make corrections as needed.

Possible Resources

Physical Education Guide, K-4, Tacoma, Tacoma School District, 1978.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to catch a football while standing or running. C. The student values football as a leisure activity.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)

Title: Football Catching
Group size: class
Materials: 10 footballs

Procedure(s):

- Teacher demonstrates the proper procedure in catching a football i.e. most passes are caught with little fingers together. The ball should be caught with the fingers and brought into the body.
- Divide the class into groups of two. Have students pass the ball to a person across from them without the ball hitting the ground.
- Activity: Kick goal or pass over two equal teams of four players each.
- One team kicks off from midfield.
- The receiving player punts from the point at which the ball is touched or rolls dead.
- Each team attempts to punt the football over the opponent's goal line without the ball being caught in the air.
- When the ball is caught in the air, the player catching it may take three steps before kicking the ball. (A team scores one point for each successful punt in the air over the goal line.
- After the point is scored, the opposing team kicks off from midfield.

Variation:

- Players may pass the ball instead of kicking it. The game is called passover. (May combine passing and kicking into one game.)

Suggested Monitoring Procedures

Observe students as they carry the ball, giving assistance as needed.

Possible Resources

Physical Education Guide, K-4, Tacoma, Tacoma School District, 1978.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to place kick a football.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)

Title: Football Kicking
Group size: class, groups of two
Materials: 10 kicking tees

Procedure(s):

- Teacher demonstrates kicking with tee. i.e. body is bent slightly forward with weight evenly distributed on both feet. The ball is out in front of the kicker. The kicker approaches the ball from behind and kicks with right foot, the toe is kept up at right angles with the leg.
- Students pair up into groups of two. One student kicks ball from tee to partner then both switch position.

Title: Punting
Group size: entire class
Materials: footballs

Procedure(s):

- Demonstrate the proper procedures in punting a football i.e.
  - place hands on opposite sides of the ball.
  - drop the ball and make contact off the shoelaces (instep) about knee level.
  - the foot should follow through upward.
- Have students find space near a wall and see how far up the wall they can stretch their foot.
- Have students choose a partner and take turns dropping the football to the floor. Have them observe if it bounces straight up.
- Have one student punt to the other and vice versa.
- Have students attempt to spiral the ball.

Suggested Monitoring Procedures

Observe students as they kick off, using a tee, to see if proper procedure is being utilized.

Check to see if students are holding the ball correctly.

Observe whether ball is hitting the laces (instep) of the shoe.

Possible Resources

Physical Education Guide, K-4, Tacoma, Tacoma School District, 1978.

Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979.

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to change a football from hand to hand while running.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Carrying the Football Group size: class Materials: 10 footballs Procedure(s): • Teacher demonstrates the proper way of carrying the ball i.e. the ball is carried near the body. The hand is put under and around the end of the ball. The other end is placed in the bend of the forearm and elbow. • Have a passer throw the ball to a receiver about 10 yards away. • The receiver catches the ball and carries it for ten or more yards. Then the two reverse positions. • As students gain skill, have them change the football from one hand to another hand while running.	Observe students as they carry the ball, giving assistance as needed.	Physical Education Guide, K-4, Tacoma, Tacoma School District, 1978. **District Resources**

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Hockey		4-6	4	5	6	7

The student knows:

- that hockey is a team sport that involves the skills of stick-handling, passing and goal-tending.

The student is able to:

- handle the hockey stick correctly while passing or receiving.
- pass the puck to a stationary or moving partner.
- receive a puck from a partner while stationary or moving.
- perform basic goal-keeping skills.

The student values:

- skills learned that are necessary to play hockey effectively.
- hockey as a leisure activity.

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Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows that hockey is a team sport that involves the skills of stick handling, passing and goal-tending. B. The student is able to pass the puck to a stationary or moving partner and receive a puck from a partner while stationary or moving. C. The student is able to handle the hockey stick correctly while passing or receiving.

Related Area(s)

Suggested Activities: Grade(s)

Title: Dribble Shuttle Drill
Group size: any number, four lined up opposite four
Materials: hockey sticks and pucks

Procedure(s):

- Demonstrate proper grip of stick (place hands about one foot apart and shake hands with stick). Control puck by placing stick on either side of puck as needed.
- Divide the class into double shuttle formations. Two players move forward toward the other two dribbling and passing.
- The next two players take the puck back.

Suggested Monitoring Procedures

Teacher observation of proper handling of stick, passing.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, WA., Bethel School District, 1978.

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that hockey is a team sport that involves the skills of stick-handling, passing and goal-tending. B. The student is able to perform basic goal-keeping skills. C. The student values skills learned that are necessary to play hockey effectively.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)

Title: Goal-Keeping
Group size: any number
Materials: goal net, sticks, pucks, cones, gym mats.

Procedure(s):

- Divide class into groups of three, one goal keeper and two forwards.
- The forwards dribble and pass the puck towards the goalkeeper.
- The goalkeeper, in ready position, stays between goal and puck and intercepts puck when a shot is taken by either forward.
- Note: Using goal markers, this drill can be done at all corners of the floor to increase volume of activity.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Bethel Physical Education Guide, K-4, Spanaway, WA., Bethel School District, 1978.

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Soccer		4-6	4	5	6	7

The student knows:

- that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading, and throwing-in.

The student is able to:

- dribble a soccer ball under control at various speeds.
  trap a soccer ball with different body parts.
- pass a soccer ball accurately to a stationary or moving partner using various parts of the foot.
- perform a legal two hand throw-in.
- perform basic goal-keeping skills.

The student values:

- the uniqueness of soccer skills.
- soccer as a leisure activity.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading and throwing-in. B. The student is able to dribble a soccer ball under control at various speeds.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Soccer Dribble Group size: any size Materials: soccer balls or anything similar. Procedure(s): • Each student will have one ball. • On the command, go, they will dribble anywhere. • On the whistle, they stop the ball with a trap. • Have the students change speeds and direction.	Teacher observation.	Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979.
		District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading and throwing-in. B. The student is able to trap a soccer ball with different body parts. C. The student is able to pass a soccer ball accurately to a stationary partner using various parts of the foot.

Related Area(s)

State Goal 1,6,9

District Goal

Program Goal 1,4,5

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Pass and Trap Group size: any size Materials: soccer balls or anything similar. Procedure(s): • Students will work in pairs. • Have one person pass ball to partner; he will trap ball and pass back. • Partners will be stationary on first pass and moving on every other pass. • Have students experiment with different ways of passing and trapping using feet only.	Teacher observation.	Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979. District Resources

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Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading and throwing-in. B. The student is able to trap a soccer ball with different body parts. C. The student is able to perform a legal two-hand throw-in.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Throw In **Group size:** any size **Materials:** soccer balls or anything similar. Procedure(s): • Students will work in pairs. • Have one person throw ball to partner, he will trap ball and throw back. Ball must be thrown with two hands over the head. • Trap ball with any part of body except arms and hands. • Practice passing to your partner while one of you is moving. Can it be accomplished while both of you are moving?	Teacher observation.	Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979. **District Resources**

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading and throwing-in. B. The student is able to trap a soccer ball with different body parts. C. The student values the uniqueness of soccer skills.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Big Save Group size: any size Materials: soccer balls or anything similar. Procedure(s): • Students will work in pairs. • Partners will stand 12-15 yards apart. The pair will take turns taking firm shots (soccer kicks) at each other. The receiver of the kick will catch the ball or knock it down. • As the kicks become more accurate, have them kick the ball two yards to the right or left of their partner.		Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979. District Resources

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Sport Skills						
Softball		4-6	4	5	6	7

The student knows:

- that baseball is a team sport that involves the skills of throwing, catching, batting, fielding and base running.

The student is able to:

- throw a softball (nerf, wiffle, fleece-type) accurately to a partner at distances commensurate with their age level.
- successfully bat a softball off a tee or one that is pitched.
- catch a softball thrown by a partner.
- field a softball with appropriate technique.
- run the bases in proper order and at the proper time.

The student values:

- the skills learned to play the game of softball.
- baseball as a leisure activity.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running. B. The student knows the procedure for throwing and catching a softball. C. The student values the skills of the game and that softball is a leisure activity.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Underhand Throw and Catch **Group size:** large group (12-25) **Materials:** open field and softball (nerf, wiffle, fleece-type. One for every two students). Procedure(s): • The group is divided into pairs, each with a ball, standing ten feet apart. • Each student in turn, steps forward and throws underhand with the opposite hand. • In catching the ball, the student gets in line with ball, strides feet apart, curves fingers and pulls the ball to the body.	Teacher observation of: • Throwing off the opposite foot. • Making sure fingers are curved when catching the ball.	Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978. Film: PLAYING SOFTBALL ESD 121 Film Library District Resources

Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running. B. The student knows the procedure for hitting the softball. C. The student values the skills of the game and that softball is a leisure activity.

Related Area(s)

Suggested Activities: Grade(s)

Title: Batting the Softball
Group size: large group (10-25)
Materials: bat, large field and a type of softball (nerf, wiffle, fleece-type.)

Procedure(s):

- Hold the bat firmly, but with a relaxed grip. Stand facing the plate with the left side of the body toward the pitcher. Feet should be apart.
- Hold the bat at shoulder level, keep elbows away from the body.
- Start the swing with a hip roll and shift weight from left to right foot. Follow through in an arc.

Activity:

- Divide into groups of three. One person is a pitcher, one a batter and one a ball chaser.
- Switch positions.

Suggested Monitoring Procedures

Teacher observation for:

Stage 1 (right hand example)

- Keeping the bat off the shoulder and left foot toward the plate.

Stage 1

- When batting, keep elbows out and, in swing, shift weight from one foot to another.

Stage 1

- Make sure the follow-through with the bat is in an arc.

Possible Resources

Physical Education Guide, K-4, Tacoma, Tacoma School District, 1978.

Bethel Physical Education Guide, K-3, Spanaway, Bethel School District, 1978.

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running. B. The student knows the procedure for fielding the softball. C. The student values the skills of the game and that softball is a leisure activity.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)

Title: Fielding the Softball
Group size: large group (12-25)
Materials: large open field and softball (nerf, wiffle, fleece-type, bat)

Procedure(s):

- Feet are apart and parallel and weight is kept on the balls of the feet.
- Run to meet approaching ball.
- Meet the ball in front of the body with the left foot slightly forward. Keep the glove close to the ground and watch the ball as it goes into the glove.
- After fielding the ball, come up in one motion and, stepping with left foot, throw the ball to the target.

Activity: Play Pepper.

- Divide into groups of four.
- The game involves a batter and some fielders. The batter bunts the pitched ball towards the fielders. The fielder tries to catch the ball and throw it back to the batter. If the fielder misses the ball, he goes to the end of the line. If the batter misses the ball, he goes to the back of the line and the first person in line becomes the batter.

Suggested Monitoring Procedures

Teacher observation for:

(Right hand example)

- Keeping the glove close to the ground and approaching the hit ball.
- Throwing in one motion.
- Keeping eyes on the ball at all times.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, WA., Bethel School District, 1978.

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running. B. The student knows the procedure for running the bases. C. The student values the skills of the game and that softball is a leisure activity.

Related Area(s)

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Running the Bases **Group size:** large group (12-25) **Materials:** large open field, bases, bat and softball (nerf, wiffle, fleece-type, bat) **Procedure(s):** • Divide into groups of three. • Play pickle: two players try and tag a runner who starts in the middle and trys to advance to the base without being touched. • Switch positions.	Teacher observation.	Bethel Physical Education Guide, K-3, Spanaway, Bethel School District, 1978.

District Resources

	Page	Suggested Grade Placement	District Placement			
SUBJECT: Physical Education						
SPECIFIC AREA: Sport Skills						
Track and Field		4-6	4	5	6	7

The student knows:

- track and field involves the skills of sprinting, running, jumping and throwing.

The student is able to:

- sprint for short distances.
- run for long distances while pacing themselves.
- jump over objects and land safely.
- stand and jump starting and landing on two feet.
- run and jump taking off of one foot and landing on two feet.
- throw objects for distances using proper techniques.

The student values:

- the ability to perform track and field activities.

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Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows track and field involves skills of sprinting, running, jumping and throwing. B. The student is able to sprint short distances. C. The student values the ability to perform track and field activities.

Related Area(s)

Suggested Activities: Grade(s)

Title: Sprint Start Relay
Group size: groups of (2-4) any number
Materials: gymnasium, grass field

Procedure(s):

- Place half of each group behind parallel lines which are 25-30 yards apart.
- The first member of each team acts as the lead-off runner. Each successive runner assumes a *start position, sprinting forward the instant the incoming teammate touches the runner on the shoulder.
- The relay is finished when the lead runner is back in his starting position.

*The hands are placed behind the line with the thumbs toward the inside, fingers toward the outside. The preferred foot is in the back starting position with the weight on the knee and toe. The other foot is 12 inches behind the line. At the command, "Get set!" the runner raises his hips and shifts the weight forward where most of the weight is borne by the hands. On "go!" he drives forward vigorously.

Suggested Monitoring Procedures

Teacher observation of sprint start and movement.

Possible Resources

Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978.

Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979.

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that track and field involves the skills of sprinting, running, jumping and throwing. B. The student is able to run for long distances while pacing himself/herself.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)

Title: Pace Running
Group size: any size
Materials:

Procedure(s):

- The running should be loose and relaxed.
- Distances up to 600 yards may be part of the run as this prepares the student for the 600-yard part of the national physical fitness test.
- Allow the runners to estimate their times and see how close they can come to it.
- On a circular track give the target time and see how close the runner can come to it.

Suggested Monitoring Procedures

Time each runner over a set distance at their comfortable running pace.

See if the student can run a distance four times the measured distance and still come within a time limit equal to four times their timed run.

Possible Resources

Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979

Film:

EVERYONE'S A WINNER: Heart-Lung Endurance

ESD 121 Film Library

District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows track and field involves the skills of sprinting, running, jumping and throwing. B. The student is able to perform the skills involved in the standing and running jumps.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Jumps Group size: any number Materials: gymnasium, playfield Procedure(s): . Use a rope or chalk line to form an area from two to five feet wide. The student begins at the narrow end and moves toward the wider end, continuing to jump until he/she can no longer jump the distance. . Extend and widen the "brook" by placing "stones" at appropriate places so that the students can jump from the bank to one or more stones, and onto the other bank. (This also teaches the fundamentals of the hop-step-and-jump.) . Have student take off on one foot and either touch down on same foot or the opposite foot depending on the instruction.	Check students on single or double foot take-off.	Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979. Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. District Resources

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows track and field involves the skills of sprinting, running, jumping and throwing. B. The student is able to throw objects for distance using proper technique.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)

Title: Ball Toss
Group size: any number
Materials: softballs, playfield

Procedure(s):

- Line a field in five foot intervals. Have students pair up so one can throw while the other marks the distance.
- Each student will make his toss by twisting the body to the right so the ball is brought to a position behind the ear at shoulder height.
- Bend the arm at the elbow; extend the arm forward, shift weight to the left foot and release the ball with a downward snap. Complete the movement with a good follow through.

Suggested Monitoring Procedures

Keep a chart that records the individual distances.

Extend this chart to include more than one year.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

	Page	Suggested Grade Placement	District Placement			
Volleyball		4-6	4	5	6	7

The student knows:

- that volleyball is a team sport that involves the skills of serving, setting, bumping, digging, and spiking.

The student is able to:

- serve a volleyball, balloon, beachball, nerfball, over a lowered net.
- set a ball with proper form.
- bump a ball with proper form.

The student values:

- that volleyball can be played in modified spaces.
- volleyball as a leisure activity.

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Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking. B. The student is able to serve a volleyball, balloon, beachball, nerfball over a lowered net. C. THe student values that volleyball can be played in modified spaces.

Related Area(s)

Suggested Activities: Grade(s)

Title: Underhand Serve
Group size: 20-36
Materials: one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student.

Procedure(s):

- Have students use their strongest hand to strike the ball against the floor in a dribbling fashion. (Hand-eye coordination).
- Have students serve underhand against the wall and catch the rebound.
- Choose a partner and put one ball away. Place one partner on each side of the divider close together.
- Serve the ball across the divider to the partner.
- As the student achieves success close to the divider have him or her take a couple of steps backwards and serve.
- Repeat until the student can serve from the 30 foot mark.

Suggested Monitoring Procedures

Teacher will watch for (right hand example):

Stage 1

- Ball is held in the left hand below the waist.
- Feet are together.
- Right hand is held under the ball.

Stage 2

- Right arm swings straight back from the ball.

Stage 3

- Right arm swings forward as the student steps forward on his left leg.

Stage 4

- Volleyball is contacted below the waist with the heel of the right hand.
- Right arm follows through in a straight line (towards the nose).

Possible Resources

Turner, Lowell (Bud) F.,
Turner, Susan L.,
Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979.

Bethel Physical Education Guide, 4-6, Spanaway, WA Bethel School District, 1978.

District Resources

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Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking. B. The student is able to bump and dig the ball with proper form.

Related Area(s)

Suggested Activities: Grade(s)

Title: Bump (used when the ball is below the waist)

Group size: 20-36

Materials: one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student, play area with walls

Procedure(s):

- Have student bump the ball against the wall. How many times in a row without stopping?
- Have students get into partners and put one ball away. Bump the ball between partners. How many times in a row without stopping?
- Get into groups of six. Form a circle.
- Bump the ball around the circle. Be sure to call "Mine" when moving for the ball.

Suggested Monitoring Procedures

The teacher should be watching for:

Bump

- Position the body in front of the ball.
- Bent knees and the body bent forward, arms are extended downward and forward and hands are connected.
- Feet may be parallel or one foot forward and one back.
- As ball drops, begin to raise trunk and arms upward to meet the ball.
- Keep eyes on the ball.
- Contact the ball with straight, firm arms and shrug the shoulders.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, WA., Bethel School District, 1978.

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking. B. The student is able to bump and dig the ball with proper form.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)

Title: Dig
Group size: 20-36
Materials: one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student, play area with walls

Procedure(s):

- Explain that a dig is used only when there is not time to set up for a bump.
- Toss the ball to self and dig it against the wall.
- Toss the ball against wall to self and dig the rebound back to the wall.
- Select a partner and put one ball away.
- Partner A tosses the ball to the side of partner B who digs the ball back to partner A. Switch and repeat a set number of times.
- Partner A bumps the ball to the side of partner B who digs the ball back to partner A. Switch and repeat.
- Get into groups of six and form a circle. Bump and dig the ball around and across the circle.
- Be sure to call "mine" when moving for the ball.

Suggested Monitoring Procedures

Teacher observation of:

- Use the arm on the side of the body that the ball approaches.
- Make a fist and tighten the arm as much as possible.
- Contact the ball keeping the elbow straight.
- Keep eyes on the ball.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Student Learning Objective(s) A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking. B. The student is able to set a ball with proper form. C. The student values volleyball as a team sport that can be participated in for leisure and/or competition.

Related Area(s)

Suggested Activities: Grade(s)

Title: Setting
Group size: 6-36
Materials: one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student, play area with walls

Procedure(s):

- Have student throw the ball into the air above his/her head to self. Catch the ball with arms extended above the head and bent knees, then bring the ball down to nose. Extend knees and arms upward and retoss the ball to self. Repeat for a set period of time.
- Have student throw ball to self and instead of catching the ball, let it rebound off of the fingers. Continue to set the ball to self. How many times in a row can each person set to self consecutively?
- Get a partner and put one ball away. Set the ball to your partner. Can you set the ball twice to yourself before setting the ball to your partner on the third?
- Get into groups of six. Circle formation. Set the ball around and across the circle. Be sure to call "mine" before moving towards the ball.

Suggested Monitoring Procedures

The teacher should be watching for:

(Setter)

- Bend knees while preparing for the set.
- Place feet shoulder width apart.
- Place thumbs together and index fingers together to form a triangle. (This gives proper hand and elbow position).
- Position body under the ball. (If the ball were not contacted, it would land on the nose.)
- Bend elbows at the initial point of contact.
- Extend elbows and knees to lift the ball.
- Keep eyes on the ball.

Possible Resources

Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking. B. The student knows the hand, arm and foot movements for the spike in volleyball.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

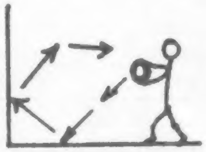
Suggested Activities: Grade(s)

Title: Spike
Group size: 2-36
Materials: one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student, play area with walls

Procedure(s):

- Have students jump over a rope with a two foot take-off without touching it.
- Have students jump across the rope while pretending to forcefully punch a ball.
- Select a ball and practice punching it downward in your space. Can you accomplish this by just using the heel of your hand. Can you do this with your other hand? Can you jump in the air and punch the ball down with the heel of your hand?
- Toss the ball to self, jump, and spike the ball downward towards a wall. Catch the rebound. Spike with the other hand.
- Toss the ball to self, jump and spike the ball downward towards the wall. Spike the rebound.

example:



How many times can you spike the ball in a row.

- Select a partner and put one ball away.
- Have student and partner create a game which they exchange hits over a net or line while in the air. The action may be initiated by a toss.

Suggested Monitoring Procedures

The teacher should be watching for:

- Two foot take-off.
- Hit with the heel of the hand.

Possible Resources

Turner, Lowell (Bud) F.,
Turner, Susan L.,
Creative Experiences Through Sports, Palo Alto, CA., Peek Publications, 1979.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking. B. The student values that volleyball can be played in modified spaces. C. The student values volleyball as a leisure activity.

Related Area(s)

State Goal 1,6,9
District Goal
Program Goal 1,4,5

Suggested Activities: Grade(s)

Title: Three-Pass Volleyball
Group size: 6-24 students per court
Materials: volleyball net, two standards and one volleyball per court.

Procedure(s):

- Objective is to instill in players the idea of using a pass and a set-up for a spike instead of hitting the ball back over the net the first time.
- Regulation volleyball rules are used with the exception that a team loses the point or serve if the first or second player returns the ball over the net.
- Each team must take its full three plays on the ball each time. If the ball goes over the net on the first or second impetus, play is immediately stopped, and the point or serve is awarded to the opponent.
- Regulation scoring is used with the previously mentioned exception.

Suggested Monitoring Procedures

The teacher observes that each side uses all three plays.

Possible Resources

Blake, William O., Volp, Anne M., Lead-Up Games to Team Sports, Prentice-Hall, Inc., 1964.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that volleyball is a team sport that involves the skills of serving, bumping, digging and spiking. B. The student values that volleyball can be played in modified spaces. C. The student values volleyball as a leisure sport.

State Goal	1,6,9
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s)

Title: Fabric Volleyball
Group size: large group divided into two teams
Materials: volleyball net, two standards and a light material shaped into the size and shape of a regulation volleyball.

Procedure(s):

- Divide players into two equal teams.
- Volleyball rules are used.
- The ball is put into play at the back right hand corner.
- A player may not play the ball twice in succession.
- The scoring is the same as in volleyball.
- Variations:
- Substitute a beach ball or a cageball for the fabric ball.

Suggested Monitoring Procedures

Teacher observation of the serve, bump, dig, and spike.

Possible Resources

Blake, William O., Volp, Anne M.,
Lead-Up Games to Team Sports
Prentice-Hall, Inc., 1964.

District Resources

SUBJECT: Physical Education

SPECIFIC AREA: Physical Fitness

	Page	Suggested Grade Placement	District Placement			
Evaluation		4-6	4	5	6	7

The student knows:

- that the basic components of fitness are flexibility, strength, agility, power, endurance and speed.
- the meaning of the term aerobics as prolonged total body activity.

The student is able to:

- complete the Washington State Elementary 1-6 Physical Fitness Test or any related fitness instrument e.g. AAHPERD.
  increase aerobic capacity through running, jogging, rope jumping, swimming.
- increase level of flexibility, strength, agility, power, endurance and speed.

The student values:

- a level of physical fitness that allows for vigorous participation without undue fatigue.

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Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that basic components of fitness are flexibility, strength, agility, power, endurance and speed. B. The student is able to increase level of strength and power.

State Goal	1,9,10
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Pull-Up
Group size: any size
teams
Materials: chinning bar

Procedure(s):

- Have the student grasp the bar with palms facing forward; hand with arms fully extended. (Partner stands slightly to one side to count and keep the body from swinging.)
- Have the student pull up the body until the chin is over the bar and lower the body back to a fully extended arm position. (One count is given for each completed pull-up.)

Suggested Monitoring Procedures

Teacher observation.

Only a pull-up is required, it should be done in reasonable form.

Possible Resources

Film:

EVERYONE'S A WINNER" Muscular Strength and Endurance

ESD 121 Film Library

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that the basic components of fitness include flexibility, strength, agility, power, endurance and speed. B. The student is able to increase the level of flexibility in order to participate without undue fatigue.

State Goal	1,9,10
District Goal	
Program Goal	1,4,7

Related Area(s) ______

Suggested Activities: Grade(s) ______

Title: Stretching and Flexibility
Group size: any size
Materials: none

Procedure(s):

- Student sits on floor with one leg extended forward and the other leg flexed backward with the knee forward.
- Have the student reach forward toward extended foot, bending forward at the waist, touch toe and return to a standing position.
- After a few repetitons, change legs and repeat.
- Have student stand erect, hands at the side, slowly raising the left knee up to the chest with the left hand on the knee and the right hand just above the ankle.
- Return to starting position and repeat, lifting the right knee.

Suggested Monitoring Procedures

Observe the movement to be sure student remains erect and brings the knee to the chest, and not the chest down to the knee.

Possible Resources

Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co., 1979. p.106

District Resources

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student knows that the basic components of fitness are flexibility, strength, agility, endurance and aerobics. B. The student is able to increase level of flexibility, strength, agility, power, endurance and speed.

State Goal	1,9,10
District Goal	
Program Goal	1,4,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Endurance (The Wheelbarrow)
Group size: class
Materials: none

Procedure(s):

- Have students pair up.
- The exercising student assumes a push-up position with the legs spread wider than shoulder width.
- A second student lifts the legs so that the feet are parallel with his hips and moves forward as the wheelbarrow progresses by walking with his supporting arms.
- Could have races.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

District Resources

Suggested Objective Placement 4-6

State Goal	1,9,10
District Goal	
Program Goal	1,4,7

Student Learning Objective(s) A. The student is able to complete the AAHPER Fitness Test.

B. The student knows the meaning of the term aerobics as prolonged total body activity.

C. The student values a level of physical fitness that allows for vigorous participation without undue fatigue.

Related Area(s) ______

Suggested Activities: Grade(s) ______

Title: Running (interval distances)
Group size: any size
Materials: stop watch, running course

Procedure(s):

- Alternate activities between a fast sprint and a slower sustained jogging.
- Have students run four fifty run sprints at their best effort with short rests between. This can be coupled with other body development activities.
- During the next session they will run 1/2 mile at a sustained pace they feel comfortable with.

See guide for more detailed procedure.

Suggested Monitoring Procedures

Teacher observation.

Follow the standards of the AAHPHER Fitness guide and encourage the student's best effort.

Possible Resources

Elementary Physical Education Guides, 2nd draft, Kirkland, Lake Washington School District, 1980

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

State Goal	1,9,10
District Goal	
Program Goal	1,4,7

Student Learning Objective(s) A. The student knows that the basic components of fitness are flexibility, strength, agility, aerobics and endurance. B. The student is able to increase aerobic capacity through running, jogging, jumping, rope jumping, swimming. C. The student values a level of physical fitness that allows for vigorous participation without undue fatigue.

Related Area(s)

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Obstacle Course Group size: large group (20-25) Materials: 8-10 mats Procedure(s): • Have students set up 8-10 mats in the gym and then line up at the end of the gym. • On the signal, have students run from one end of the gym to the other without touching a mat. See guide for more detailed procedure.	Teacher observation. Make sure the students move as quickly as possible without touching the mats.	Elementary Physical Education Guides, 2nd draft, Kirkland, Lake Washington School District, 1980

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-6

Student Learning Objective(s) A. The student is able to complete the AAHPER Fitness Test.

State Goal 1

District Goal

Program Goal 1,7

Related Area(s)

Suggested Activities: Grade(s)

Title: AAHPER Fitness Test

Group size: any size
teams

Materials: stop watch, chinning bar, track, gym floor, two erasers, measuring tape.

Procedure(s):

- Administer the AAHPER Physical Fitness Test; i.e.
  - Pull-ups - boys.
    Flexed arm hang - girls.
  - Sit-ups.
  - Shuttle run.
  - Standing long jump.
  - 50 yard dash.
  - 600 yeard run.
- See guide for more detailed procedure (resources).

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Film:

EVERYONE'S A WINNER" Muscular Strength and Endurance
ESD 121 Film Library

American Alliance for Health, Physical Education and Recreation, 1976
Test Manual.

District Resources

Bibliography

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Dauer, Victor, Dynamic Physical Education for Elementary School Children, 4th Ed., Minneapolis, Burgess Publishing Co., 1971.

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Elementary Physical Education Guides, 2nd Draft, Kirkland, Lake Washington School District, 1980.

Bethel Physical Education Guide, K-3, Spanaway, Bethel School District, 1978.

Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.

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ERCAPEP: Physical Education Programmed Activities for Grades 4-6, Columbus, Ohio, Charles E. Merrill Publishing Co.

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Corbin, Charles B., Lindsey, Ruth, Fitness for Life, paperback, Scott, Foresman and Co., Glenview, Ill., 1979.

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Werner, Peter H.,, Simmons, Richard A., Inexpensive Physical Education Equipment for Children, paperback, Burgess Publishing Co., Minnesota, MI., 1976.

Devenzio, Dick and Greene, Ross, Home Court Advantage From Backyard to Coliseum - How to Practice Alone and Become a Star.

National Association for Girls & Women in Sports
American Alliance for Health, PE & Recreation
1201 16th Street N.W., Washington DC 20036

Guides
- Aquatics Guide
- Archery - Golf
- Basketball
- Bowling - Fencing
- Field Hockey - La Crosse
- Gymnastics Guide
- Outing Activities & Water Sports
- Soccer-Speedball - Flag Football
- Softball
- Tennis-Badminton
- Squash Guide
- Track & Field
- Volleyball

Riggs, Modia; Dadds, Pat; Zuccato, David, "Basic Stuff" Series, #1 and #2, National Association for Sport and Physical Education, AAHPERD., 1981.

Series 1 -
- Informational Booklets
- Exercise Physiology
- Kinesiology
- Motor Learning
- Psycho - Social Aspects of PE
- Humanities in PE
- Motor Development

Series 2 -
- Learning Experience Booklet
- Early Childhood
- Childhood
- Adolescent

Tannehill, Deborah, A Practical Handbook for Co-Ed Physical Education, SPI, 1981. (A listing of p.e. people and programs in the State of Washington).